

The
HISTORY & GROWTH
Of The
LANSING PUBLIC SCHOOLS

Volume I



With Emphasis on its Beginnings



1861 to 1944

LANSING SCHOOL DISTRICT

LANSING, MICHIGAN

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HISTORY OF THE LANSING PUBLIC SCHOOLS

1847 - 1944

Frederick C. Aldinger

This is a second printing of the original edition written by Frederick C. Aldinger.

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FOREWORD

The History of the Lansing Public Schools is based mostly on the minutes of the Board of Education. These minutes constitute an unbroken record from 1861 to the present 1944. They include over five thousand pages of written and printed matter. In addition many records in the State Department of Public Instruction, and also many in the vaults of the Board of Education have been consulted. The various publications of the Board of Education, especially those on courses of study covering many thousands of pages constitute the main source for the chapter on Curriculum. Various historical sketches in the State Library concerning the schools during the earliest pioneer days of Lansing have furnished data for the Introductory History.

Each chapter traces the historical development of some particular aspect of the school system from its beginning to the present. Some minor errors no doubt will be found. But on the whole the data have been carefully checked and the History of the Lansing Public Schools may be considered a fairly accurate account of the facts and events therein recorded.

The chief difficulty has been to compress it within reasonable limits and yet tell enough to give it value as history. While it is largely factual and statistical in nature, it is the hope of the writer that enough local coloring and human interest touches have been added to make it readable for those who may be interested in any phase of Lansing's school history as it grew from the district school stage of a pioneer wilderness into a modern city school system.

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INTRODUCTORY HISTORY

The history of the Lansing Public Schools properly begins at their organization under the provision of the city charter of 1861. But public schools had been organized and had been in operation in the city for more than a decade before the Lansing School District or the Lansing Public School System came legally into existence. These schools had been organized separately as district schools within the township. Three of them had already been established and had been in operation many years before they were finally consolidated in the spring of 1861.

The City of Lansing was not incorporated until 1859. It was then a town of nearly three thousand population. The charter of 1859 fixed the boundaries of the city, which previously had been a part of Lansing Township. The city, like ancient Gaul, was divided by this charter into three parts. Those parts were called the first, second, and third wards. They were numbered from north to south and the dividing lines were Saginaw and Washtenaw streets extended to the east and west limits of the city. But this first charter made no mention of the school districts then in existence within the city limits designated by the charter. It made no provision for their consolidation. It left them in the hands of the Township School inspectors and the directors of the separate school districts. Each school district was governed by a board of six members.

The first of these school districts to be organized was called School District Number 2. It included all the north end of the City of Michigan known as Lower Town. In the early spring of 1847 the first school building in the City of Michigan, later in 1849 changed to City of Lansing, was erected on or near the present site of the Cedar Street School. This first schoolhouse was a primitive, wretched one-room contrivance with holes cut in the sides for windows and with a door hung by leather thongs at the top for hinges.

On May 1 Miss Eliza Powell began teaching school for two dollars per week in this slab shack with an enrollment of ten pupils, which grew to thirty before the end of the three-months term. This tentative school shelter was replaced by a larger building in the fall of 1847. The winter term was taught by Elihu Ellwood. This building was in turn displaced in 1851 by a new four-room, two-story brick building, costing about \$5000, which served for nearly twenty-five years.

School District Number 4 was the next to be organized. It included all the area in the west central part of the City of Michigan known as Middle Town. In March, 1848, a school site, lot 6, block 117, was bought at the northwest corner of Townsend and Washtenaw Streets. On this site, in 1849 or 1850, a one-story frame building was built in which Ephraim Longyear, assisted by Clarinda Grager and Sarah Burt, were the first teachers. In September, 1850, there were 174 pupils of school age in this district, of whom about 60% were enrolled in school. In 1855 the original frame building was sold to the United Brethren and moved to the northwest corner of Capitol Avenue and Kalamazoo Street.* Where school was held during the next two or three years is not clearly indicated by the authority consulted. It probably was conducted in the old building at its new location. In 1858 a new two-story brick building was erected at the cost of eight or nine thousand dollars on the old site, to which were added two adjacent lots.

*History of Ingham and Eaton Counties - Samuel W. Durant, 1880, pp. 165-67

It was this brick structure that the Board of Education inherited in 1861 through the consolidation of the school districts of the city.

School District Number 3 was organized in March, 1851. This district included all territory south of Michigan Avenue and east of the river. It also included the part known as Upper Town and was the least populated and least prosperous of the three pioneer school districts in the city, especially after the fame of the mineral springs faded. A school was started in 1851 in a rented private residence, the McGivren house, on Cedar Street just north of Cedar River. A school site, Lot 10, Block 220, was evidently bought some time in 1854. The authority* consulted does not make it clear just what happened after that. The conclusion seems to be that the McGivren house was bought and moved to the new site, and after much repair and remodeling, was converted into a makeshift schoolhouse that was used until 1867 when a new site was purchased on South Street, between Cedar River and the present Grand Trunk railroad tracks, and a new two-story brick building erected.

These three school districts and their three schools constitute the historical roots of the present Lansing School System. While not technically, they are at least integrally a part of the Lansing Public Schools and for this reason their history has been very briefly sketched.

In addition to these first public schools, there were also many private schools in the early days of Lansing. They began about the same time as the public schools and continued for three or four decades with varying degrees of success. In 1861, when the Lansing Public School System came into corporate existence, there were several private schools in existence. Several had already come and gone and many more were to be attempted in the years to come.

It is certainly worthy of consideration that in the midst of an almost unbroken wilderness and of the struggles and privation of pioneer life, there should be such a persistent and prolific fecundity of private schools. The life of these schools was generally of short duration. The surprising thing about them is not that they died early but that their birth rate was so high. The most logical explanation of their origin seems to be that many of the pioneers of Lansing and surrounding territory were substantial, educated people who had come from older communities in the East and from established social and educational environments in which private schools and cultural concepts of life were dominant. They felt that such schools imparted a superior touch of refinement and distinction which the public, or "pauper schools," meanly and meagerly equipped and poorly taught could not possibly give. It was this desire to attain what they felt the public school of their day could not give that inspired so many efforts to import and to implant cultural ideas in a hard pioneer soil illy adapted to nourish them, at least in the form of educational institutions.

The first attempt to establish such a school was in the fall of 1847, only a few months after the first public school had been opened in the City of Michigan on North Cedar Street. Mrs. Laura Burr, a woman of ability and culture, started her school out-of-doors on some long benches under the trees near the bank of Grand

*History of Ingham and Eaton Counties - Samuel W. Durant, 1880, pp. 165-67.

River on River Street. This outdoor school was to serve only until more suitable and permanent quarters could be built, which was done before the end of the year.

On the opening day, in early September, she started with an enrollment of nine pupils, which grew to eighty by Christmas. She says of her school, "On Christmas day my school numbered eighty pupils. Miss Delia Ward, now Mrs. Mortimer Cowles, was my assistant. My husband, coming in at 4 o'clock in the afternoon, taught the pupils music. Our pupils were of all ages. I taught A, B, C's and Algebra, English, Latin and French. The River Grove School was our name. The tuition was \$3 per quarter of twelve weeks, all grades the same."*

But this school, which had such a promising beginning was brought to a sudden and tragic end at the beginning of the new year by an epidemic of what was called brain fever, which brought death to many of the pupils as well as to Mrs. Burr's husband, who was a physician, and one of the earliest of his profession in the community.

In the following summer of 1848, a William Sprague conducted, on Main Street near Washington Avenue, a private school for a few months with 30 or 40 pupils.

Miss Preston conducted a private school for several years after 1850 at the southeast corner of Capitol Avenue and Franklin Street. Previous to 1860 a Mr. Taylor established a co-educational seminary somewhere in the neighborhood of the old Capitol building.

The most ambitious of these early attempts was the Lansing Female Seminary, organized in 1855 by the Rodgers sisters. They put into the school their entire fortune of several thousand dollars, together with many liberal contributions from interested sympathizers. They erected buildings on the present site of the Michigan School for the Blind, where they taught the higher branches of learning to girls from the best families in Lansing, Jackson, Detroit and many other Michigan cities. Their aim was to prepare girls for entrance in the University of Michigan and other centers of higher education. They conducted their school over a period of nearly fifteen years. In 1869 one of the sisters died and the remaining one, feeling unable to continue, disbanded the school and later donated much of its equipment to the Lansing Public Schools.

As the result of a disagreement between the Rodgers sisters and Miss H. K. Clapp who was on the staff of this Lansing Female Seminary during its first year, a rival school was established by Miss Clapp known as the Female College and Preparatory School for Girls and Boys. At one time this school was housed in the new Second Ward Union School building erected at the northwest corner of Townsend and Washtenaw streets in 1858, according to "Lansing and Its Yesterdays" compiled from the 75th Anniversary Edition of the State Journal published in 1930.

Dr. Frank N. Turner, one of the authorities consulted in the preparation of this Introductory History, says that he had attended two private schools before he was sent to the first grade of the public school on North Cedar Street. His parents

*Past and Present of Ingham County - A.E. Cowles - pp. 79-82

disliked to send him to the public school because the children there were "too rough and boisterous."

The Tracy Finishing School for Girls was conducted for a number of years in her private residence at the corner of North Washington Avenue and Maple Street. The school was founded by Mrs. Tracy, whose husband was Professor Calvin Tracy who taught mathematics and literature at the Michigan Agricultural College and also taught Latin and mathematics in Mrs. Tracy's school. At one time, 1864-66, he was a member of the Board of Education of the Lansing Public Schools. Some Lansing residents still living attended her school, among whom is Mrs. Nellie Zimmerman, from whom was obtained this bit of information.

Mr. Daniel O'Rork who, in the early days, was principal and a teacher in the upper grades at the Cedar Street School for several years, started a private school as late as 1884. He had severed his connection with the public schools and had lived elsewhere for some time and upon his return to Lansing he organized a private school, but the demand for such a school at that time was not strong and his enterprise died in two or three years.

The Lansing Academy was the only private school in the city that was granted a State Charter. Not much is known about this school except that the charter was granted in 1863 by the State Legislature. The charter, however, did not make provision for state aid and the life of the school was of short duration.

There are many other references to private schools in the historical sketches and narratives of early Lansing but nothing complete or definite is given about them except that they made a "local habitation and a name" for themselves and fulfilled an important function for many years in the development of Lansing's pioneer life. They are worthy of a serious and full historical treatment. It would be no mean service for some competent historian to gather all the information available from living witnesses and authentic records and write a complete history of the private schools of Lansing.

Board of Education of the Lansing Public Schools

Origin and First Recorded Proceedings

The charter granted to the City of Lansing in March, 1861, increased the number of wards from three to four and provided for the consolidation of the separate school districts within the city limits. In conformity with the provisions of this charter, school elections were held in each ward and twelve men were elected to form the first Board of Education of the School District of the City of Lansing. The twelve members of this first board were James Turner, Smith Tooker, R. B. Jefferds, S. S. Coryell, A. W. Williams, G. F. Strong, Ezra Jones, George W. Peck, Charles W. Butler, James Summer-ville, Louis Saur, and Ephraim Longyear.

They held their first meeting in the Common Council Room April 8, 1861, and elected Ephraim Longyear as president and Charles W. Butler as clerk. Three standing committees were appointed by the president: (1) Finance, (2) School Houses and Sites, and (3) Examination and Employment of Teachers. Some of the things they did at this first meeting, besides the preliminary organization, were to make provision for the continuance of the services of the teachers in the first ward at their present salary until the close of the year, and to notify the teachers in the second ward to begin school on the next Wednesday morning with the assurance "that some person would be secured to ring the bell, build fires and sweep the floors." The Finance Committee was instructed to settle with the Township treasurer and Township School Board and to adjust the boundaries and financial affairs of all the fractional school districts of the city. A special committee of four was appointed by the president "to ask, demand, and receive from the persons having them in charge, all the books, papers, monies and effects belonging to the several school districts of this city."

These initial proceedings have the more significance when it is borne in mind that previous to this time, as has been indicated in the "Introductory History," the three school districts had been operated for more than a decade independently of each other by directors who were a part of and responsible to the Township organization. The new board merely took over the three separate districts within the city: their property, equipment and teaching force, and began to operate them as a unit organization.

A second meeting of the board was held three days later on April 11 to complete their work of orientation. Rules and regulations were adopted for the conduct of the board and of the schools. The committee on Examination and Employment of Teachers recommended "Mr. Augustus Winters, from among four gentlemen applicants, to fill the vacancy of principal in the Second Ward school for the remainder of the year at \$525 per year, provided he shall sustain the requisite examination." An assistant teacher in the "upper department" of the First Ward Union School was secured at \$4 per week. Tuition for "foreign scholars" was fixed at \$3 for primary, \$4 for intermediate and \$5 for the upper department per quarter of eleven weeks.

A committee appointed at the first meeting to secure a place of meeting for the board reported that by "resolution of the Common Council, the use of their room was tendered to the Board of Education at all times when the Common Council was not in session, and the City Marshall instructed to furnish said board with necessary lights, fuel and stationery."

Place of Meeting

For over fifteen years all regular and special meetings of the Board of Education were held in the Common Council Room. On June 7, 1876, the board met regularly for the first time in the Office of the Superintendent of Schools in the new high school building that had been erected in 1875. Here the board held all its meetings for about thirty-five years. In 1909, when the high school was remodeled and enlarged, the board secured quarters on the first floor of the City Hall. During the following decade the city grew so rapidly, and municipal functions expanded to such an extent, that the Board of Education was forced by lack of available room in the City Hall to look elsewhere for a home. After prolonged consideration and discussion, it was finally decided to remodel Townsend Street School into a permanent administration building. This was done in 1925 and since then the Board of Education has had its headquarters and administrative offices in this building at the corner of Townsend and Washtenaw streets.

Time of Meeting

For the first sixteen years the board met regularly on the first Wednesday of each month. In June, 1877, the board voted to meet bi-monthly. In 1886 the time of meeting was changed to the first Monday of each month. Later it met the fourth Wednesday of each month and then changed to the first and third Monday. For many years the board has met bi-monthly, the second and fourth Monday of each month. The regular meetings have been supplemented by special meetings whenever it was considered necessary. During its history of over eighty years, the board probably has had almost as many special as regular meetings, for at certain times of emergency and special needs the board has met as often as twice a week, and frequently as often as four or five times a month.

Powers and Functions

These may be found in any city charter from 1861 to the present time. It seems inexpedient to enumerate all of them here in their full and exact legal phraseology. Briefly condensed they may be stated in this form: The board is a corporate body. Its business is to build up and promote all the facilities necessary for the operation of an efficient and expanding public school system in the city. This involves buying school sites, erection of buildings, equipping and maintaining them, hiring teachers and furnishing them with all necessary educational facilities such as books, laboratories, libraries. The board must conduct a school census each year to determine the proportion of the primary fund to be received. To meet the cost of such a diversified enterprise, the board must determine the annual budget to be submitted for approval to voters of the school district for each ensuing year. In short, the board is empowered by law to raise, by public taxation

each year, whatever amount they consider necessary for school purposes and to expend it in any way they think best for the welfare of the public schools of the city.

The amounts and procedures followed in raising the funds and the various forms in which they are expended will be considered in detail in the chapters that follow.

Committees

The board does its work mostly through standing and special committees. Reports and recommendations of these committees are submitted to regular and special sessions of the board where they are discussed and finally accepted or rejected or modified and amended as seems best to the concerted judgment of the board.

The standing committees have ranged in number from three to ten. The first year there were three, the second year they were increased to five and continued at that number until 1870, when they were again reduced to three, with from three to five members on each committee. Then, for more than a decade, the number of standing committees fluctuated from three to five. In 1883 a new one was added, the Library Committee, making the number six for that year, where it remained until 1915, when the number was increased to seven, in 1916 to eight, in 1918 to nine, and in 1920 to ten. In 1922 the number was reduced to five, where it remained until 1941, when it was increased to six.

Membership

During the first eight years, there were twelve members on the board, three from each of the four wards. In 1869 and 1870 the membership numbered only eight, two from each ward. In 1871 an extra ward was added making five wards, each of which had a representation of two upon the board. In 1874 a sixth ward was created, which increased the board's membership to twelve. From that time the number remained at twelve until 1917, when four more members were added from the seventh and eighth wards, which were created in 1916. This number remained until September 1921, when it was reduced to seven. This change from a sixteen to a seven member board began in April 1921, when eight members retired and six were elected for a term of six years, making a board of fourteen members for 1921-22. In April, 1922, eight members retired and one was elected for six years, making a board of seven members. The board now has bi-annual elections. Two members are elected for a term of six years at each of the two succeeding bi-annual elections. Two members are elected for a term of six years at each of the two succeeding bi-annual elections and three are elected for a term of six years at every third bi-annual election.

Remuneration

No restrictions were placed upon the amount of recompense a member could receive until the charter provision of 1883, which prohibited any pay for ordinary service but permitted remuneration for special duties and service. The board has always availed itself of this permission in voting the treasurer and chairman of certain committees such as that of finance or building or supplies, a token compensation ranging from \$50 to \$200 each year for the amount of extra time and work that must be given personally to the discharge of their duties.

But before 1883, the members of the board were quite free to vote themselves pay checks that in those days would be considered a handsome sum. They began in 1863 with fifty cents a session for each member who attended. Then the amount raised to one dollar. Then it was increased to one dollar and a half and finally it pushed up to two dollars per session for each member who was able to attend and usually most of them were able to answer to every roll call. They very seldom had to adjourn a meeting because of lack of a quorum. But finally lean days descended upon the land. The post-war depression advanced a pace. The city was unable to pay its debts and the mayor in 1878 made an urgent and moving plea to the members of the Board of Education to economize as much as possible and in the interest of civic pride and economy to forego their pay checks and donate their services to the city and its schools. At their meeting May 8, 1878, the board, in patriotic response to the mayor's plea, allowed a resolution to be presented that members of the Board of Education would serve without pay for the ensuing year. The resolution, however, was promptly tabled. After thinking the matter over for a month, they decided to dispose of the resolution by official ballot and it was lost by unanimous vote. But, thereafter, they never voted themselves more than one dollar and a half for each member present at any session. During 1879 two motions were made to fix the salary of members. One limited the salary to thirty-six dollars per year, and the other to fifty but both were lost. Finally in 1883 the city charter settled the embarrassing problem by abolishing the salary of school board members entirely. Members of the board, however, profited indirectly through private contracts and business transactions with the board for many years. It was not until 1877 that the city charter definitely forbid the board from doing business with its individual members.

Officers

For the first few years all officers - president, treasurer and clerk - were members of the board, but in 1868, with the appointment of W. B. Gass as first superintendent of schools, the service of clerk was assigned to him. From that time until 1890 the superintendent was elected clerk of the board. His pay, which at first was twenty-five dollars per year, was soon increased to two hundred but it was always considered as a part of his regular salary as superintendent. When the superintendent was released from the clerkship, the office of clerk became a fixed salaried position. Mrs. Abbie Cady was the first to serve in this capacity. In 1894 it was ruled illegal for any one to serve as clerk who was not a member of the board. From that time all officers - president, treasurer and clerk - have been members of the board, and the person who did the clerical work of the board was called secretary. Mr. J. H. Wardwell was the first to serve under that title but in recent years, beginning with 1921, these terms have become reversed.

Political Affiliations

The board is, and always has been, a non-political and non-partisan body but, strange as it may seem, both Republican and Democrats had equal representation upon the board for the first fifty years of its existence. After 1868, when the practice of electing two members from each ward began, one was always a Republican and one a Democrat. During the first few years, when three members were elected from each ward, careful cooperative maneuvering among the four

wards had to be done to keep the board on an even well-balanced political keel. The aim was to preclude the possibility of having either party attain political dominance on the board, as though it could make any possible difference. This practice, however, was strictly adhered to as long as candidates were nominated by ward caucuses which practice continued until 1912 after which time they were nominated by petition for eight or nine years. The great care to keep the political balance from being upset is shown in the case of J. Van Keuren, who resigned from the board in June 1878. The Sixth Ward Democratic caucus, which had met for another purpose, was in session and recommended Dr. George H. Cole as a suitable candidate to fill the vacancy. While the board always filled vacancies until the next election, they always approved the candidate suggested by the political leaders of the ward in which the vacancy occurred. The board was not made wholly non-partisan until 1921 when members began to be elected at large.

Character and Personnel

Members of the Lansing School Board, on the whole, have been men and women of high standing and ability in the community. Practically all professions except the ministry have had a prominent place in its councils. Business and industry have been represented by many of their best and most competent leaders. Throughout its history of over eighty years, one would find in the composition of its membership a cross cut section of the best and most substantial elements of the city's life. The profession furnishing the most numerous representation upon the board has been the law. Medicine has been a close second, followed by dentistry and teaching. Industry has furnished such well known leaders as Schuyer Seager, the Bement brothers, R. E. Olds, Eric Teel, Christian Breisch and C. C. Carlton. Many members during the earlier decades were very prominent in the realm of politics, much more so than during more recent years. Seven or eight mayors of the city have been board members. F. M. and O. F. Barnes were prominent, not only in politics, but in law, business, and industry. Only four members have been awarded the honor of being invited to address the graduating classes: S. D. Bingham, C. B. Stebbins, Clarence E. Holmes and W. M. Clark. A distinct innovation in the personnel of the board occurred in 1916 when two women were elected to membership: Mrs. Ella H. Aldinger and Mrs. Bertha Redfern. The innovation remained as the fixed structure of the board, even after it was reduced from sixteen to seven members. The member having the longest continued service upon the board is R. W. Cooper. Mrs. F. E. Mills is a close second with twenty-three consecutive years of service, and when her present term expires in 1945, she also will have completed twenty-five years of uninterrupted service. Jason E. Nichols, with a record of twenty years, is third in length of service but his terms as board member were not consecutive.

Importance of Service

For total effect upon the city's life, its standards of citizenship, its mental range and outlook, the Board of Education, among all other municipal organizations and agencies, stands pre-eminent. It has controlled and developed the educational system of the city. While much of its study and work has been expended upon material things such as buildings and equipment, these material

objects have been only incidental to a greater purpose. They have been merely the means to an end that involves the intangible goods and values of life. In the attainment of this end, the Board of Education of the Lansing Public Schools, on the whole, has done its work well as will be shown in the chapters that follow.

Names of Members and Officers of the Board of Education from 1861 to the present time

This list includes only those who assumed membership at the beginning of each school board year. Those who were appointed by the board to fill vacancies caused by resignations or death during the year are not included except in a few cases where the vacancy occurred at or near the beginning of the school board year. In such cases the board appointed member is listed rather than the one who resigned or died. These names are taken directly from the recorded proceedings of the board. All terms until 1894 began the first regular meeting in May of each year. From 1894 until 1921 they began in September. Since 1921 they have begun July first of each year.

Members of Board of Education 1861-62

James Turner, Smith Tooker, R. B. Jefferds, S. S. Coryell, O. W. Williams, G. F. Strong, Ezra Jones, George W. Peck, Charles W. Butler, James Summerville, Louis Saur, Ephraim Longyear

President - Ephraim Longyear, Clerk - C. W. Butler

1862-63

James Turner, Smith Tooker, Louis Saur, S. S. Coryell, James Summerville, George W. Peck, Israel Gillette, Ezra Jones, George I. Parsons, John S. Harris, J. W. Yawger, Mr. Camp

President - George W. Peck, Clerk - S. S. Coryell

1863-64

James Turner, Israel Gillette, Ezra Jones, John S. Harris, S. S. Coryell, J. W. Yawger, Smith Tooker, L. R. Greene, E. Parmlee, H. T. Hawley, Swift, Calvin Tracy

President - Ezra Jones, Clerk - L. R. Greene, Treasurer - Israel Gillette

1864-65

Ezra Jones, L. R. Greene, Smith Tooker, Swift, H. T. Hawley, Israel Gillette, Calvin Tracy, John S. Harris, James W. Yawger, Charles W. Butler, James Turner, E. Parmlee

President - Charles W. Butler, Clerk - L. R. Greene, Treasurer - Israel Gillette

1865-66

Israel Gillette, James Turner, Smith Tooker, Calvin Tracy, Charles W. Butler, L. R. Greene, Melvin D. Osband, J. E. Tenney, J. W. Yawger, S. S. Coryell, S. L. Kilbourn, J. R. Price

President - Calvin Tracy, Clerk - L. R. Greene, Treasurer - Israel Gillette

1866-67

L. R. Greene, Calvin Tracy, M. D. Osband, C. W. Butler, Israel Gillette, J. E. Tenney, S. L. Kilbourn, J. R. Price, S. S. Coryell, James Turner, Smith Tooker, J. W. Yawger

President - S. S. Coryell, Clerk - M. D. Osband, Treasurer - Israel Gillette

1867-68

J. R. Price, G. W. Peck, L. R. Greene, C. W. Butler, James W. Holmes, Smith Tooker, James Turner, Israel Gillette, J. W. Barker, Judge J. E. Tenney, James W. Yawger, M. D. Osband

President - M. D. Osband, Clerk - J. W. Barker, Treasurer - Israel Gillette

1868-69

M. D. Osband, L. R. Greene, Israel Gillette, Smith Tooker, C. W. Butler, J. W. Barker, Robert Barker, J. W. Holmes, Stephen P. Mead, C. B. Stebbins, Orville Marshall, James Turner

President - C. W. Butler, Clerk - M. D. Osband, Treasurer - S. P. Mead

1869-70

C. B. Stebbins, J. W. Barker, C. W. Butler, S. P. Mead, Robert Barker, Dr. S. W. Wright, James Turner, J. W. Holmes

President - C. W. Butler, Clerk - B. R. Gass, Treasurer - S. P. Mead

1870-71

Robert Barker, C. B. Stebbins, S. S. Coryell, S. P. Mead, Dr. S. W. Wright, Dr. H. B. Shank, Joseph Mills, Smith Tooker

President - C. B. Stebbins, Clerk - Supt. B. R. Gass, Treasurer - S. P. Mead

1871-72

S. S. Coryell, Smith Tooker, C. B. Stebbins, Dr. S. W. Wright, Dr. H. B. Shank, J. H. Emery, J. E. Weed, Mr. Williams, J. J. Bush, Robert Barker

President - H. B. Shank, Clerk - Supt. E. Brokaw, Treasurer - S. W. Wright

1872-73

C. B. Stebbins, J. J. Bush, H. B. Shank, Robert Barker, J. E. Weed, S. W. Wright, J. H. Emery, John W. French, John A. Carr, Henry Gibbs

President - Robert Barker, Clerk - Supt. Brokaw, Treasurer - S. W. Wright

1873-74

Robert Barker, John A. Carr, R. S. Robson, J. J. Bush, John W. French, H. B. Shank, S. W. Wright, J. H. Emery, Henry Gibbs, J. E. Weed

President - H. B. Shank, Clerk - Supt. Brokaw, Treasurer - J. J. Bush

1874-75

Robert Barker, Smith Tooker, George P. Sanford, R. S. Robson, John J. Bush, Abram Allen, Daniel Parker, Orville Marshall, J. E. Weed, Henry Gibbs

President - J. E. Weed, Clerk - Supt. Brokaw, Treasurer - J. J. Bush

1875-76

S. D. Bingham, C. W. Butler, S. H. Carmer, Henry Gibbs, Daniel Parker, R. S. Robson, S. H. Row, George P. Sanford, Smith Tooker, J. VanKueren, J. E. Weed, O. B. Wright

President - George P. Sanford, Clerk - Supt. Brokaw, Treasurer - R. S. Robson

1876-77

S. D. Bingham, C. W. Butler, S. H. Carmer, J. W. Edmonds, Henry Gibbs, R. S. Robson, J. VanKeuren, G. Walker, A. C. Wolcott, O. B. Wright, George P. Sanford, S. H. Row

President - S. D. Bingham, Clerk - George P. Sanford, Treasurer - J. W. Edmonds

1877-78

S. D. Bingham, C. W. Butler, J. W. Edmonds, Wesley Emery, Henry Gibbs, S. H. Row, George P. Sanford, J. VanKeuren, G. Walker, E. H. Whitney, A. C. Wolcott, O. B. Wright

President - C. W. Butler, Clerk - Supt. George P. Sanford, Treasurer - J. W. Edmonds

1878-79

S. D. Bingham, C. W. Butler, Wesley Emery, T. R. Cushing, Eben Dart, J. W. Edmonds, Henry Gibbs, Dr. Orville Marshall, E. H. Whitney, A. C. Wolcott, T. J. Merrill, Dr. George H. Cole

President - S. D. Bingham, Clerk - Supt. Sanford, Treasurer - J. W. Edmonds

1879-80

S. D. Bingham, T. D. Cushing, E. W. Dart, J. W. Edmonds, Orville Marshall, A. C. Wolcott, O. B. Webster, W. L. Smith, O. M. Barnes, S. H. Carmer, George H. Cole

President - E. W. Dart, Clerk - Supt. Sanford, Treasurer - J. W. Edmonds

1880-81

O. M. Barnes, S. H. Carmer, George H. Cole, E. W. Dart, O. B. Webster, J. W. Carr, Henry Lawrence, W. M. Clark, L. E. Sears, J. W. Edmonds, T. R. Cushing, Henry Gibbs

President - W. M. Clark, Clerk - Supt. Sanford, Treasurer - J. W. Edmonds

1881-82

J. A. Carr, E. W. Dart, W. M. Clark, T. R. Cushing, J. W. Edmonds, H. C. Hedges, Henry N. Lawrence, Jason E. Nichols, S. H. Carmer, Henry Gibbs, George H. Cole, L. E. Sears

President - Henry Gibbs, Clerk - Supt. Sanford, Treasurer - J. W. Edmonds

1882-83

A. A. Nichols, S. F. Seager, J. E. Nichols, J. A. Carr, Henry Gibbs, W. M. Clark, H. C. Hedges, T. R. Cushing, H. N. Lawrence, J. W. Edmonds, G. H. Cole, S. H. Carmer

President - S. H. Carmer, Clerk - Supt. Sanford, Treasurer - J. W. Edmonds

1883-84

S. L. Kilbourn, J. A. Carr, William Donovan, Henry Howard, R. A. Montgomery, W. M. Clark, J. W. Edmonds, Henry Gibbs, T. R. Cushing, H. C. Hedges, S. F. Seager, A. A. Nichols

President - W. M. Clark, Clerk - Supt. David Howell, Treasurer - J. W. Edmonds

1884-85

D. S. Case, J. A. Carr, A. A. Nichols, William Donovan, R. A. Montgomery, Mr. Fuller, James Turner, Henry Howard, Henry Gibbs, J. W. Edmonds, Samuel L. Kilbourn, P. C. Mead

President - S. L. Kilbourn, Clerk - Supt. David Howell, Treasurer - J. W. Edmonds

1885-86

D. S. Case, James F. Huston, William Donovan, A. A. Nichols, James A. Park, W. S. Smith, A. A. Wilbur, Henry R. Howard, J. E. Nichols, N.B. Jones, G. W. Bement, S. L. Kilbourn

President - S. L. Kilbourn, Clerk - Supt. David Howell, Treasurer - A. A. Nichols

1886-87

James F. Huston, Robert Barker, A. A. Nichols, William Donovan, W. S. Smith, James A. Park, Henry R. Howard, M.B. Carpenter, N.B. Jones, Jason E. Nichols, S. L. Kilbourn, G. W. Bement

President - William Donovan, Clerk - Supt. David Howell, Treasurer - A.A. Nichols

1887-88

Robert Barker, Benjamin C. Goodhue, William Donovan, A. A. Nichols, James A. Park, H. P. Bartlett, M. B. Carpenter, H. R. Howard, J. E. Nichols, N. B. Jones, G. W. Bement, S. L. Kilbourn

President - William Donovan, Clerk - Supt. David Howell, Treasurer - A. A. Nichols

1888-89

Benjamin C. Goodhue, N. M. Perry, A. A. Nichols, B. F. Hall, H. R. Howard, M. B. Carpenter, N. B. Jones, J. E. Nichols, S. L. Kilbourn, B. F. Simons, H. P. Bartlett, Samuel Beard

President - J. E. Nichols, Clerk - Supt. D. Howell, Treasurer - A. A. Nichols

1889-90

Robert Barker, Henry Baumgrass, B. F. Hall, A. A. Nichols, O. F. Barnes, H. P. Bartlett, M. B. Carpenter, Orville Marshall, J. E. Nichols, N. B. Jones, B. F. Simons, S. L. Kilbourn

President - J. E. Nichols, Clerk - Supt. David Howell, Treasurer - A. A. Nichols

1890-91

Henry Baumgrass, James W. Twaits, A. A. Nichols, B. F. Hall, H. P. Bartlett, O. F. Barnes, B. D. Northrop, Charles F. Hammond, N. B. Jones, J. E. Nichols, S. L. Kilbourn, G. W. Bement

President - N. B. Jones, Clerk - Mrs. Abbie F. Cady, Treasurer - A. A. Nichols

1891-92

James W. Twaits, Dr. R. H. Clark, B. F. Hall, A. A. Nichols, O. F. Barnes, Joseph Glaister, C. F. Hammond, A. F. Rouse, J. E. Nichols, Charles J. Davis, G. W. Bement, Frank G. Clark

President - G. W. Bement, Clerk - Mrs. Abbie Cady, Treasurer - A. A. Nichols

1892-93

Dr. R. H. Clark, James W. Twaits, A. A. Nichols, B. F. Hall, Joseph Glaister, O. F. Barnes, A. F. Rouse, C. F. Hammond, Charles J. Davis, C. J. Root, Frank G. Clark, G. W. Bement

President - G. W. Bement, Clerk - Mrs. Abbie Cady, Treasurer - A. A. Nichols

1893-94

James W. Twaits, Henry Baumgrass, B. F. Hall, A. A. Nichols, O. F. Barnes, C. H. Crane, C. F. Hammond, A. F. Rouse, C. W. Root, Charles J. Davis, R. E. Olds, F. G. Clark

President - A. A. Nichols, Clerk - J. H. Wardwell, Treasurer - C. J. Davis

1894-95

Henry Baumgrass, B. E. Ballard, A. A. Nichols, Ira E. Randall, C. H. Crane, Harris E. Thomas, A. F. Rouse, Dr. W. F. Naughton, C. J. Davis, A. R. Hardy, Frank G. Clark, R. E. Olds

President - A. A. Nichols, Clerk - C. J. Davis, Asst. Clerk - J. H. Wardwell, Treasurer - C. H. Crane

1895-96

B. E. Ballard, Edward White, Ira J. Randall, Fred Alsdorf, Frank B. Johnson, James Hilliard, Dr. W. F. Naughton, Quincy A. Smith, C. J. Davis, A. R. Hardy, R. E. Olds, Charles E. Allen

President - C. J. Davis, Clerk - Dr. Naughton, Secretary - J. H. Wardwell, Treasurer - R. E. Olds

1896-97

Edward M. White, James W. Twaits, Fred Alsdorf, John F. Campbell, James E. Hilliard, Frank B. Johnson, Q. A. Smith, Dr. W. F. Houghton, A. R. Hardy, C. J. Davis, Charles E. Allen, R. E. Olds.

President - C. J. Davis, Clerk - C. E. Allen, Secretary - J. H. Wardwell, Treasurer - R. E. Olds

1897-98

J. W. Twaits, Edward M. White, John F. Campbell, William H. Dodge, Frank B. Johnson, Leonard B. Gardner, W. F. Houghton, Harris E. Thomas, C. W. Root, A. R. Hardy, R. E. Olds, Charles E. Allen

President - A. R. Hardy, Clerk - J. F. Campbell, Secretary - J. H. Wardwell, Treasurer - R. E. Olds

1898-99

Edward White, George E. Palmer, William M. Dodge, J. F. Campbell, L. B. Gardner, John S. Bennett, H. E. Thomas, Clarence E. Bement, C. W. Root, J. E. Nichols, C. E. Allen, R. E. Olds

President - J. F. Campbell, Clerk - R. E. Olds, Secretary - J. H. Wardwell, Treasurer - J. S. Bennett

1899-1900

George E. Palmer, Edward White, J. F. Campbell, William H. Dodge, John S. Bennett, L. B. Gardner, C. E. Bement, Peter Baumgrass, J. E. Nichols, C. W. Root, L. M. Miller, C. E. Allen

President - William Dodge, Clerk - C. E. Bement, Secretary - J. H. Wardwell, Treasurer - J. S. Bennett

1900-01

Edward White, Paul E. Dunham, William H. Dodge, J. F. Campbell, L. B. Gardner, John S. Bennett, Peter Baumgrass, C. E. Bement, William O'Connor, J. E. Nichols, C. E. Allen, Lewis M. Miller

President - C. E. Bement, Clerk - Peter Baumgrass, Secretary - J. H. Wardwell, Treasurer - J. S. Bennett

1901-02

Paul E. Dunham, Edward White, J. F. Campbell, William Dodge, J. S. Bennett, L. B. Gardner, C. E. Bement, Peter Baumgrass, J. E. Nichols, William O'Connor, Lewis M. Miller, C. E. Allen

President - J. E. Nichols, Clerk - L. W. Miller, Secretary - J. H. Wardwell, Treasurer - J. S. Bennett

1902-03

Edward White, Dr. D. M. Nottingham, William Dodge, John F. Campbell, L. B. Gardner, J. S. Bennett, Peter Baumgrass, C. E. Bement, William O'Connor, J. E. Nichols, C. E. Allen, Mr. Smith

President - William O'Connor, Clerk - Dr. Nottingham, Secretary - J. H. Wardwell, Treasurer - J. S. Bennett

1903-04

Dr. D. M. Nottingham, Edward White, J. F. Campbell, William Dodge, J. S. Bennett, L. B. Gardner, C. E. Bement, Peter Baumgrass, J. E. Nichols, William O'Connor, Mr. Smith, A. D. Saxton

President - William Dodge, Clerk - J. F. Campbell, Secretary - J. H. Wardwell, Treasurer - Dr. Nottingham

1904-05

John G. Schlee, Edward White, John F. Campbell, William H. Dodge, Schuyler Champion, Leonard B. Gardner, Clarence E. Bement, Peter L. Baumgrass, Jason E. Nichols, William O'Connor, David M. Nottingham, Albert D. Saxton

President - William O'Connor, Clerk - John F. Campbell, Secretary - J. H. Wardwell, Treasurer - John G. Schlee

1905-06

John G. Schlee, Cyrenius P. Black, John F. Campbell, Alva M. Cummins, Schuyler Champion, Ralph W. Morse, Clarence E. Bement, Christian Breisch, Jason E. Nichols, William O'Connor, David M. Nottingham, Charles E. Allen

President - Clarence E. Bement, Clerk - Alva M. Cummins, Secretary - J. H. Wardwell, Treasurer - John G. Schlee

1906-07

John G. Schlee, Cyrenius P. Black, John F. Campbell, Alva M. Cummins, Schuyler Champion, Ralph W. Morse, Clarence E. Bement, Christian Breisch, Jason E. Nichols, Edward A. Gilkey, R. William Cooper, Charles E. Allen

President - Schuyler Champion, Clerk - R. William Cooper, Secretary - J. H. Wardwell, Treasurer - Edward A. Gilkey

1907-08

John G. Schlee, Cyrenius P. Black, John F. Campbell, Alva M. Cummins, Ralph W. Morse, Clarence E. Bement, Christian Breisch, Charles G. Jenkins, Edward A. Gilkey, R. William Cooper, Charles E. Allen

President - Alva M. Cummins, Clerk - R. William Cooper, Secretary - J. H. Wardwell, Treasurer - Edward A. Gilkey

1908-09

Fred Stoll, Frank L. Dodge, John F. Campbell, A. M. Cummins, John A. Weston, Ralph W. Morse, Clarence E. Bement, Christian Breisch, Charles G. Jenkins, Edward A. Gilkey, R. William Cooper, Charles E. Allen

President - R. William Cooper, Clerk - Charles G. Jenkins, Secretary - J. H. Wardwell, Treasurer - Christian Breisch

1909-10

Fred Stoll, Frank L. Dodge, John F. Campbell, Allison A. Nichols, John A. Weston, Ralph W. Morse, Clarence E. Bement, Christian Breisch, Charles G. Jenkins, Edward A. Gilkey, R. William Cooper, James J. Baird

President - Charles G. Jenkins, Clerk - Edward A. Gilkey, Secretary - J. H. Wardwell, Treasurer - Christian Breisch

1910-11

Frank L. Dodge, Fred Stoll, Allison A. Nichols, George H. Pratt, Ralph W. Morse, John A. Weston, Christian Breisch, Clarence E. Holmes, Edward A. Gilkey, Charles G. Jenkins, James J. Baird, R. William Cooper

President - Edward A. Gilkey, Clerk - R. William Cooper, Treasurer - Ralph W. Morse

1911-12

Fred Stoll, Willard E. Cady, George H. Pratt, Allison A. Nichols, John A. Weston, Ralph W. Morse, Clarence E. Holmes, Christian Breisch, Charles G. Jenkins, Edward A. Gilkey, R. William Cooper, James J. Baird

President - Christian Breisch, Clerk - R. William Cooper, Treasurer - Ralph W. Morse

1912-13

Fred Stoll, Willard E. Cady, George H. Pratt, Allison A. Nichols, John A. Weston, Ralph W. Morse, Clarence E. Holmes, Christian Breisch, Daniel W. Heller, Edward A. Gilkey, R. William Cooper, James J. Baird

President - Clarence E. Holmes, Clerk - R. William Cooper, Treasurer - Allison A. Nichols

1913-14

W. E. Cady, Fred Stoll, A. A. Nichols, G. H. Pratt, R. W. Morse, J. A. Weston, C. Breisch, C. E. Holmes, E. A. Gilkey, D. W. Heller, J. J. Baird, R. W. Cooper

President - J. A. Weston, Clerk - R. W. Cooper, Treasurer - A. A. Nichols

1914-15

Fred Stoll, E. F. Wolcott, G. H. Pratt, A. A. Nichols, J. W. Weston, R. W. Morse, C. E. Holmes, C. Breisch, D. W. Heller, E. A. Gilkey, R. W. Cooper, J. E. Nichols

President - R. W. Morse, Clerk - R. W. Cooper, Treasurer - C. E. Holmes

1915-16

E. F. Wolcott, Fred Stoll, A. A. Nichols, G. H. Pratt, R. W. Morse, J. A. Weston, Christian Breisch, C. E. Holmes, E. A. Gilkey, D. W. Heller, J. E. Nichols, R. W. Cooper

President - A. A. Nichols, Clerk - R. W. Cooper, Treasurer - C. E. Holmes

1916-17

J. S. Briggs, E. F. Wolcott, Dr. M. L. Holm, A. R. Hardy, Ella H. Aldinger, R. W. Morse, C. E. Holmes, C. Breisch, Bertha M. Redfern, C. J. Page, R. W. Cooper, J. E. Nichols

President - J. E. Nichols, Clerk - R. W. Cooper, Treasurer - A. R. Hardy

1917-18

E. F. Wolcott, J. S. Briggs, A. R. Hardy, G. H. Pratt, R. W. Morse, Ella H. Aldinger, C. Breisch, C. E. Holmes, M. A. Chapin, L. Wright, F. L. Radford, R. W. Cooper, E. Hunt, Bertha M. Redfern, S. S. Main, Charles G. Force

President - G. H. Pratt, Clerk - R. W. Cooper, Treasurer - R. W. Morse

1918-19

E. F. Wolcott, J. S. Briggs, A. R. Hardy, G. H. Pratt, R. W. Morse, Ella H. Aldinger, C. Breisch, C. E. Holmes, M. A. Chapin, L. Wright, F. L. Radford, R. W. Cooper, Elmore Hunt, Bertha M. Redfern, S. S. Main, C. E. Groves

President - E. F. Wolcott, Clerk - R. W. Cooper, Treasurer - R. W. Morse

1919-20

J. S. Briggs, E. F. Wolcott, G. H. Pratt, A. R. Hardy, Ella H. Aldinger, H. A. Haze, C. E. Holmes, C. Breisch, L. Wright, M. A. Chapin, R. W. Cooper, P. J. Baker, Bertha M. Redfern, E. Hunt, C. G. Force, Silas S. Main

President - C. E. Holmes, Clerk - R. W. Cooper, Treasurer - M. A. Chapin

1920-21

J. M. Smith, Mrs. F. E. Mills, G. H. Pratt, Dr. H. A. Haze, Mrs. F. C. Aldinger, C. Breisch, D. E. Bates, M. A. Chapin, W. C. Hill, Philip J. Baker, E. Hunt, E. I. Dail, Leo Fitzpatrick, C. G. Force, R. W. Cooper

President - Mrs. F. C. Aldinger, Clerk - R. W. Cooper, Treasurer - M. A. Chapin

1921-22

Mrs. F. C. Aldinger, D. E. Bates, R. W. Cooper, E. I. Dail, C. G. Force, W. C. Hill, G. H. Pratt, J. M. Smith, P. J. Baker, C. C. Carlton, M. A. Chapin, Fred Radford, H. A. Haze, Mrs. F. E. Mills

President - H. A. Haze, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1922-23

P. J. Baker, C. C. Carlton, M. A. Chapin, Fred Radford, H. A. Haze, Mrs. F. E. Mills, R. W. Cooper, Mrs. F. C. Aldinger

President - H. A. Haze, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1923-24

M. A. Chapin, Fred Radford, H. A. Haze, Mrs. F. E. Mills, Mrs. F. C. Aldinger, E. J. Shassberger, R. W. Cooper

President - Fred L. Radford, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1924-25

Fred Radford, M. A. Chapin, H. A. Haze, Mrs. F. E. Mills, R. W. Cooper, Mrs. F. C. Aldinger, E. J. Shassberger

President - Fred Radford, Treasurer - Mrs. F. G. Aldinger, Secretary - R. W. Cooper

1925-26

Mrs. F. E. Mills, H. A. Haze, R. W. Cooper, Mrs. F. C. Aldinger, E. J. Shassberger, Mrs. Unabel Bailey, W. K. Wilson

President - Mrs. F. E. Mills, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1926-27

R. W. Cooper, Mrs. F. E. Mills, Spencer D. Kelley, Eric P. Teel, Mrs. F. C. Aldinger, Mrs. Unabel Bailey, W. K. Wilson

President - R. W. Cooper, Treasurer - Mrs. F. C. Aldinger, Secretary - Mrs. F. E. Mills

1927-28

Spencer D. Kelley, Mrs. F. C. Aldinger, Elmore M. Hunt, W. K. Wilson, Mrs. F. E. Mills, R. W. Cooper, Eric P. Teel

President - R. W. Cooper, Treasurer - Mrs. F. C. Aldinger, Secretary - Mrs. F. E. Mills

1928-29

Spencer D. Kelley, Mrs. F. C. Aldinger, Elmore M. Hunt, W. K. Wilson, Mrs. F. E. Mills, R. W. Cooper, Eric P. Teel

President - Spencer D. Kelley, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1929-30

Lee C. Moore, W. K. Wilson, Spencer D. Kelley, Mrs. F. C. Aldinger, Mrs. F. E. Mills, R. W. Cooper, Eric P. Teel

President - Spencer D. Kelley, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1930-31

Lee C. Moore, George Campbell, Spencer D. Kelley, Mrs. F. E. Mills, Mrs. F. C. Aldinger, R. W. Cooper, Eric P. Teel

President - Spencer D. Kelley, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1931-32

Spencer D. Kelley, Mrs. F. C. Aldinger, Mrs. F. E. Mills, R. W. Cooper, Eric P. Teel, Lee C. Moore, George Campbell

President - Spencer D. Kelley, Treasurer - Mrs. F. C. Aldinger, Secretary - R. W. Cooper

1932-33

Mrs. F. E. Mills, R. W. Cooper, Eric P. Teel, Lee C. Moore, George Campbell, Mrs. Elijah Poxson, C. H. McLean

President - R. W. Cooper, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1933-34

Lee C. Moore, George Campbell, Mrs. Elijah Poxson, C. H. McLean, Mrs. F. E. Mills, Farland T. Morse, O. M. Randall

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1934-35

Lee C. Moore, George Campbell, Mrs. Elijah Poxson, C. H. McLean, Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1935-36

Mrs. Elijah Poxson, C. H. McLean, Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall, Lee C. Moore, George Campbell

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1936-37

Mrs. Elijah Poxson, C. H. McLean, Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall, Lee C. Moore, George Campbell

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1937-38

Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall, Lee C. Moore, George Campbell, Mrs. Elijah Poxson, C. H. McLean

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1938-39

Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall, Lee C. Moore, George Campbell, Mrs. Elijah Poxson, C. H. McLean

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1939-40

Lee C. Moore, George Campbell, Mrs. Leland W. Carr, C. H. McLean, Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall

President - C. H. McLean, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1940-41

Lee C. Moore, George W. Campbell, Mrs. Leland W. Carr, C. H. McLean, Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall

President - Dr. O. M. Randall, Treasurer - Lee C. Moore, Secretary - Mrs. F. E. Mills

1941-42

C. H. McLean, Mrs. Leland W. Carr, Mrs. F. E. Mills, Dr. Farland T. Morse, Dr. O. M. Randall, George W. Campbell, Joseph E. Planck

President - Dr. O. M. Randall, Treasurer - C. H. McLean, Secretary - Mrs. F. E. Mills

1942-43

C. H. McLean, Mrs. Leland W. Carr, Mrs. F. E. Mills, Dr. Farland T. Morse,
Dr. O. M. Randall, George W. Campbell, Joseph W. Planck

President - Dr. O. M. Randall, Treasurer - C. H. McLean, Secretary - Mrs.
Leland W. Carr

1943-44

Mrs. F. E. Mills, George W. Campbell, Dr. O. M. Randall, Dr. Farland T.
Morse, Joseph W. Planck, Mrs. Elanor B. Waldo, Birney J. Adams

President - Dr. Farland T. Morse, Treasurer - George W. Campbell, Secretary -
Mrs. F. E. Mills

School Plant, Maintenance, Budgets, Supplies

School Plant

When the Board of Education began to operate the schools of the city in 1861, there were three buildings: two brick and one frame. In course of time, these were remodeled and enlarged, or rebuilt entirely. As the city grew, new sites were bought and new buildings erected until now there are over thirty buildings in the school plant: twenty-three elementary buildings, three junior high schools, two senior high schools, a technical high, an administration building, headquarters and repair shop for the maintenance department, and two or three buildings for storage of supplies. Eighty years ago the school property: buildings and sites, minus equipment, was worth about \$12,000. Today it is worth about \$7,750,000. In 1861, the school budget was \$1,700; in 1930, it was \$1,326,000.

The early growth of the city was slow. It was not until after 1900 that population began to mount in response to an expanding industrialization brought about by the impact of the automobile industry. During this rapidly growing period, school houses could hardly be built fast enough. As a result, school population was always greatly in excess of school accommodations; even during the earlier and slower growing years, there were always more children than the seating capacity could accommodate.

From 1860 to 1890, only five new small buildings and a remodeled residence were added to the school plant. A high school building was built and a two-room building in the fourth ward, one in the third ward, one in the north part of the sixth ward, and one in the fifth ward. During this time, population increased and the few small buildings were inadequate to house the children, to say nothing of furnishing them with proper educational facilities. Temporary additions were made to some of the buildings. Empty rooms about town were rented, basements of churches were utilized for school purposes, private residences were fitted up and used, even rooms in the old Capitol Building became temporary quarters for school children.

School facilities in the earlier days were neither adequate nor attractive. Their condition began to reflect unfavorably upon the pride and prosperity of the city. This fact was emphasized in an extended report upon the school situation by the retiring president of the Board of Education, Mr. C. B. Stebbins, in 1870. He felt that Lansing compared rather unfavorably with other cities of comparable size in the state, and that the unkempt, decayed, and disreputable appearance of her school properties could furnish anything but an inducement to prospective families seeking a suitable home and educational advantages for their children.

But it must be remembered that Lansing, during its first half century of history, was not a city of wealth. The great majority of the citizens may have been pious, proud, and patriotic but they certainly were not wealthy. Capital did not begin to accumulate, bank deposits to expand, and wages to rise greatly until the automobile industry brought expanding business, population, and wealth.

But regardless of the financial situation, a new policy of school expansion began about 1890. The Board of Education was forced, by necessity, to build new buildings and to enlarge and remodel old ones. Up to this time, the high school building had housed all grades from the first to the twelfth and it continued to do so for many years thereafter. In the opinion of the Board, the educational needs of the city could be met best by locating new grade buildings in the more outlying parts of the city near the growing population centers. This would make the schools more accessible to the smaller and younger children, and relieve congestion at the high school by taking children from the lower grades and transferring them to nearby schools.

But the most rapid expansion of population and the most insistent demand for more room and better school facilities began about 1910. From that time until the present, the school plant has not only grown at an accelerating pace, but it has become completely transformed in the structure, plans and architecture of its buildings. In 1912, the school plant was a composite of old buildings inherited from the past. They satisfied the needs of their day but they had been built before modern, sanitary engineering, heating and lighting were known or generally available. They had outlived most of their usefulness and were not suitable for the needs of a later day.

Expansion and modernization gave rise to many perplexing problems and to many expensive and incongruous situations. There were several things that could be done with the old buildings. They could be preserved through constant repairs and be used for such educational purposes as they could be made to serve, or they could be remodeled, enlarged, revamped. New additions could be made to the old like putting new patches on an old garment. These two methods of procedure were followed by the Board of Education for over fifty years, except in a few cases where general decay had reached such a stage that the old buildings had become unsafe and had to be torn down.

In 1912 a new and more modern type of school architecture was introduced. New buildings were so planned from the beginning that they could be constructed in units as they were needed. This made it possible for the finished structure, even though made of separate units added over a period of years, to be a homogeneous architectural entity with an integrated and well planned arrangement of rooms throughout. After 1912, old buildings were generally dismantled and new architectural units erected in their place whenever it became necessary to provide for more school capacity and facilities in their neighborhood. There are now only four old buildings left that are used for school purposes, and they, no doubt, will be displaced by new ones in course of time.

The only single exception to this policy of demolishing the old to make room for the new was the old high school building. Old Walnut Street School also had several additions and alterations after 1912 but they were only to meet temporary necessities for the entire pile of accumulated parts was completely obliterated in 1936.

It is also worthy of consideration that the Lansing Board of Education, during the past thirty years, has followed a policy of raising funds for plant expansion in

which the school authorities, as well as the city, may take merited pride; namely, "The Pay-As-You-Go" policy. In a rapidly growing city, and consequently in a rapidly growing school plant, the temptation is very strong to issue long term bonds and let future generations pay the bills. The argument most generally used in justification of bonding for school buildings is that if the future profits from such blessings from the past it should also help to pay for them; that seems fair and equitable. But it is fair and equitable only on the assumption of two conditions: first, that the buildings, before having been paid for at some future time, are not already obsolete; and second, that growth in population is so rapid at certain periods that adequate school facilities could not be provided at the time needed without an excessively high tax levy. But the Board of Education, for the past thirty years, has not asked the present or the future to assume either of these possibilities. It has paid its debts as they were incurred and has done so without greatly increasing the tax levy. Even in raising funds necessary to construct buildings costing over a million dollars each, the tax levy was spread over only two or three years. This method of making the near and immediate present pay for new school facilities has justified itself in many ways: it has saved the future from paying for a lot of dead horses with funds that otherwise might be devoted to the construction of new buildings more perfectly adapted to its immediate needs, it has left the future free to devise and shape its own educational equipment without the added expense of paying for much that has already outlived its usefulness. It recognizes the fact that each decade has its own problems to solve and its own tax burdens to carry without being further impeded by millstones and hangovers from the past.

A most painful and costly experience of this kind arose following the building of the high school in 1875. The Board of Education, at that time, resorted to a \$50,000 8% bond issue to pay for the new building. The last installment of those bonds was paid in 1905. During those thirty years, over \$80,000 in interest was paid on a \$50,000 building. Twenty years after the building had been constructed, it was already outgrown and obsolete and had become a liability instead of an asset. The city wanted, and greatly needed, a new and larger building but its hands were tied by debts and obligations of the past. Only \$2,000 had been paid on the original cost of the building, and in the meantime the city had been paying nearly \$4,000 a year in interest. The city had to wait another twenty years pouring money futilely into a rat hole before it could get relief, and when relief came it was only partial. This matter will be referred to again in this chapter in the description of the different school buildings.

The Board of Education, during the past thirty years, has saved the city from such useless waste of money by meeting the cost of plant expansion by immediate tax levy, or at least by limiting it to a two or three year spread. In this policy, the Board of Education has been strongly upheld by the present superintendent, who during this time has brought the public schools of Lansing through their most rapid and crucial period of development into a great modern educational system.

The economies of the "Pay-As-You-Go" policy become more significant when comparison is made with other cities of comparable size in the state that have resorted freely to the bonding policy. One city not far from Lansing pays on

her bonded school debt enough interest to build one or two first class, modern elementary school buildings every year. Furthermore, the "Pay-As-You-Go" policy has had a tendency in the long run to reduce school tax rates as is shown by Lansing's low school tax rate in comparison with those cities that resort to heavy school bonding.

How rapid plant expansion has been in the past thirty years in which no bonds have been issued may be shown by a brief survey. During the first fifty years, that is up to 1912, only thirteen school buildings had been erected, while eighteen have been built since 1912. But the difference in the magnitude of the expansion during the past thirty years over the first fifty years becomes evident only when estimated costs are considered. The approximate cost of the first thirteen buildings, with additions and sites, was in the neighborhood of \$612,000 while the cost of the last eighteen is \$6,505,000. These figures are not exact, but they are approximately correct. They are based on the total contract cost of buildings, and on actual cost of sites, and they show graphically how school facilities can be expanded rapidly without asking the future to pay for them, as was done in 1875 and 1909.

Brief Description of School Buildings

In giving a more detailed description of the actual growth of the school plant, it seems to be the better way to consider each building as it appears in historical sequence and trace its history from its birth to the present time. Only some of the more important facts about each building will be given such as date, purchase of site, cost of initial construction, important additions, remodeling, or replacement. The general repairs, supplies, and equipment will be generally ignored. It seems irrelevant and useless to try to keep track of all the minor repairs a building has undergone. These, as well as other matters of upkeep, will be treated in a general way under maintenance.

First Ward School

The first school building that became a part of the Lansing School system was built in 1851 on the present site of the Cedar Street School. Because it was the first one and passed out of existence over sixty years ago, it might be of interest to have one who attended school there from 1860 to 1865 give a brief description of it:

"The First Ward School house was built of red brick, two stories high, with basement, and with a belfry on the roof. It was square in shape, stood back from the street and had a large plot of ground in the rear for a playground. This playground had a high board fence around three sides, and the same kind of a fence divided the ground into two parts, one for the boys and one for the girls. The basement extended under the whole building and was used to store wood, and in the winter the big boys used it for a club. A wide hall extending east and west divided the first story into two rooms, and the wide stairway with no turns connected the two floors. The second story, or floor, was one

large room with a rostrum at the north end and two small rooms used for recitation rooms."*

The cost of this building was probably about \$5,000. Extensive repairs were put upon it in 1868 because of severe damage by fire. In August, 1875, the building was pronounced unsafe and unfit for further use. It was considered unwise to expend \$4,000 upon it, the amount estimated necessary to make it safe and usable.

The Board of Education decided to move the school to other quarters until a new building could be erected. The basements of the Presbyterian and Methodist Churches and the North Lansing Engine House were each rented at \$20 a month. The contract for the new building was let in August, 1876, to Mr. Grassmere for \$6,457 plus what he could get out of the old building, which was razed so the new structure could be built on the old site: lots 7 and 8, block 15. In 1900, \$3,200 was expended for an addition, and more lots on the east side were bought for \$375.

In November, 1904, the building was so overcrowded that space was hired in Franklin Avenue Presbyterian Church for school purposes. To relieve congestion, the Board of Education decided in 1910 to erect a new building farther east on Franklin Avenue. This, however, gave only temporary relief and in February, 1917, another addition to the Cedar Street School was built at the contract price of \$49,800. In July, 1941, what was left of the original part of the building erected in 1876 was torn down and in its place new stairways and a principal's office were built.

Second Ward School

The second school building taken over by the Board of Education in 1861 was built in 1858 at the northwest corner of Townsend and Washtenaw Streets at an approximate cost of \$8,000. It was repaired and reseated in 1863 and 1866. A frame addition 21 feet by 38 feet was built in 1871 for \$700 to accommodate one hundred pupils. Ten years later, when the Board of Education bought block 140, the present site of the Kalamazoo Street School and proposed to build a \$14,000 building upon it, the old Second Ward School site and building were offered for sale. Some bids were made but no sale was ever consummated. The building was kept and used for school purposes although overcrowded and in need of frequent repairs.

To relieve pupil congestion, a primary room was opened in the old Capitol Building in September, 1882. During the next two years, the old Townsend Street building was partially abandoned because of its dilapidated condition. In January, 1884, a room was fitted up in it for the eighth grade and during the summer \$3,000 was spent upon the old building for repairs. Twenty years later, it was pronounced unsafe for school purposes and was ordered dismantled. Classes were moved to the Park Baptist Church on the southeast corner of Capitol Avenue and Kalamazoo Street. It was decided to build a \$12,000 building on the old site. A special citizens' meeting was called April 28, 1904, to vote on the proposition. At this meeting

*Dr. F. N. Turner, Pioneer History of Ingham County, p. 463.

Judge Quincy A. Smith moved that the \$12,000 be raised to \$16,000 and it was carried by a vote of fourteen to three. The lowest bids for an eight-room building totaled \$10,500. A cooking and domestic science department was established in the building in 1905 under Miss Jarrard, who originated the custom of inviting members of the Board of Education and their wives to annual dinners served by pupils of the domestic science department. In 1926, the Board of Education remodeled the building into a permanent Administration Building.

Third Ward School

The third school building that was inherited by the Board of Education in 1861 had been a private residence, the McGivren house. It was located on South Cedar Street somewhere between Main Street and Cedar River. It was remodeled in 1864, but was never properly fitted for school purposes. It was abandoned in 1867 when a new site was bought on South Street and a new two-room brick building, large enough to accommodate fifty pupils in each room, was erected at a cost of \$3,000. The old property on South Cedar Street was sold to S. S. Jenison in 1873 for \$275. In September, 1884, the South Street School was temporarily closed because of the new schools that had been opened on Cherry Street and in the third ward on Kalamazoo Street. But in May, 1892, a two-room addition was built on the west side of South Street School at a cost of \$2,300. This building was abandoned in June, 1914, and later sold. The children were transferred to Christianity School, which had just been completed.

Kilbourn and Walnut Street Schools

The next building erected in order of time was in the fourth ward on the northeast corner of Kilbourn and Walnut Streets. A site was purchased from Horatio Seymour for \$800 in block 39 and the contract for a two-room brick building was awarded to a Mr. Gillette for \$3,000. The original South Street building, and this one known as the Kilbourn Street School, were built by the same man at the same contract price, according to the same plans, and finished at the same time, January, 1868. They constitute the first pair of identical twins in the Lansing family of school buildings.

In August, 1873, the Board of Education voted to build a two story school house on block 40, just east of block 39, to accommodate eighty pupils. This project evidently was never executed for the City Council voted to give the Board of Education use of the second story of the fourth ward Engine House for school purposes to relieve pupil pressure in the fourth ward. The lots on block 40 owned by the Board of Education were known as the Carpenter lots, and upon one of them stood a private dwelling that was rented by the Board for residential purposes at \$10 per month. Nothing further, however, was done to meet the need of more schools in the fourth ward until 1890, when more lots were acquired just north of the Kilbourn Street School.

Upon this new site, a new four-room brick building, facing Walnut Street, was erected at a cost of \$8,250. This new building and the Kilbourn Street School, which had been repaired at the same time at a cost of \$700, were both opened for school in September, 1891. A four-room addition to the new Walnut Street building was made in 1905 at a cost of about \$8,000. Alterations to the amount of about \$3,500 were made in the summer of 1925, and in 1930 it was remodeled and equipped for a school for crippled children.

However, it was not destined to serve in this capacity for long. For many years, special rooms had been increasing in number to meet the particular need of handicapped children of different types. These rooms were scattered about the city in different school buildings, and were shifted about from place to place as the exigencies of the situation might demand. It was considered best to concentrate all these special rooms and specialized equipment in one building. With this end in view, application was made in September, 1935, to the Federal Emergency Administration of Public Works for aid in the construction of an adequate and modern building in which to carry on the educational and rehabilitation work for handicapped children. The lowest bids for the new building totaled \$215,000 of which the Federal Government paid 45% and the Board of Education 55%.

The new building was finished in December, 1937, and was opened for school purposes the beginning of the second semester. It was commodious and thoroughly modern in all its special features and educational equipment.

This building was so planned and placed that it was contiguous to the new elementary school building that had been erected in 1923, just north of the old building. The two together formed an integral administrative and architectural unit. The new elementary school building, costing \$86,000, was completed at the same time the old Kilbourn Street building, which had served for nearly sixty years, was dismantled. This left one complete modern building costing over \$300,000 on the grounds that had been encumbered by two old dilapidated buildings for many years.

High School Building

The next school to appear in chronological order was the high school. In July, 1868, the Board of Education ordered the construction of a wooden building on block 81 for which a lease had been obtained from the State for 999 years. This project started a chain of unpleasant experiences and costly experiments that extended over a period of many years.

The first high school building was a wooden structure, thirty by fifty feet, two stories high. The cost was estimated not to exceed \$3,000. The contract was let to A. B. Edwards in August for \$2,286, and the building was completed in November, 1868. In October, 1872, an addition thirty feet square was made at a cost of about \$1,000.

The original plan to issue bonds to the amount of \$25,000 for a new building was changed in July, 1873, to \$40,000 and finally in March, 1874, the amount was raised to \$50,000 for the high school building and \$6,000 for sites in the

third and fourth wards. The proposition of issuing bonds to the amount of \$50,000 at 8% interest with initial payments beginning in 1895 was affirmed by a citizens meeting in the Common Council room on April 7, 1874. On April 17, 1874, the Board of Education awarded the contract based on the plans of Meyers and Gillette, architects, to Bush and Middleton for \$50,000. Mr. A. N. Hart and Mr. J. D. Mead were accepted as sureties.

The architects would not assume responsibility for supervision of construction and the Board appointed one of their own members, Mr. Henry Gibbs, to act in that capacity for \$3.00 per day. He certainly acted with both eyes wide open in the interests of the Board for the construction had not proceeded far before acute differences arose between him and the contractors over the cost of labor and material. Innumerable changes were easily made in the plans and specifications as the work progressed but the inability of the Board of Education and the contractors to agree on building costs finally brought about a termination of the contract. Bush and Middleton claimed they were unable to proceed under terms of the contract unless they were paid the cost of the labor and material as they figured it. To expedite construction, the Board loaned the contractors \$4,000 secured by a note given to the Board of Education by the sureties of Bush and Middleton, Mr. Hart and Mr. Mead.

To make a long story short, it is enough to say that the Board of Education was unable to force payment of the note until December, 1880. Bush and Middleton brought unsuccessful suit against the Board of Education after receiving \$38,463 payment on their contract.

In May, 1875, the Board of Education advertised for new bids to complete the building of the high school according to original specifications. The lowest bid, \$8,300, was made by Mr. H. D. Mason, who quickly brought the unfinished work to a satisfactory conclusion. The new high school building was finished and ready for school in September, 1875. The old building was sold for \$1,025 and moved off the school grounds in November.

The new building was a three-story brick structure with artificial stone trimming and a mansard roof. It was quite an imposing building for that day, but it proved to be costly and unsatisfactory. Nearly \$50,000 had been put into it but that was only the beginning. The third story and basement were still unfinished. The heating system, though expensive, never worked. Some rooms never could be heated. The building was unsanitary, poorly lighted, and ventilation was impossible except by opening doors and windows. The most characteristic feature of the roof was its persistent ability to leak. In July, 1886, \$2,000 was spent in finishing the third story. In February, 1891, the Smead System of Ventilation was ordered installed at a cost of \$1,500 but before such an installation could be made ventilating stacks had to be built at a cost of \$2,600.

In addition to a high maintenance cost, there was an 8% interest charge on bonds. This, at the end of twenty years, totaled \$80,000. In 1895, these bonds were refunded at 5% and retired over a period of ten years. This added over

\$13,000 more to the original cost. In 1905, when the final payment on the bonds had been made, the building had cost in bonds and interest about \$143,000 to say nothing of futile and costly attempts at repairs and modernization.

The original debt was no sooner liquidated, however, than the Board of Education was faced with the necessity of either building a new and larger high school or remodeling and enlarging the old one for the pressure of increasing school population had been overtaking its capacity for many years. The Board chose to build an addition to the old structure, which in turn was to be remodeled and adjusted as well as possible to the new. The cost of the entire project was not to exceed \$75,000, of which \$50,000 was to be raised by a 4% bond issue to be retired over a period of five years, beginning in 1919.

The cornerstone of the new building was laid September 2, 1909, and the finished structure was ready for the opening of school in September, 1910. During the following decade, population growth was very rapid and by 1916 the Board found itself confronted with the necessity of again expanding the capacity and facilities of the high school. Actual work of construction of the new addition, which was to include a science building and a gymnasium, was begun in the spring of 1917. The total cost amounted to well above \$150,000 for the lowest bids for construction totaled \$98,000, the estimated cost of the gymnasium \$50,000 and 8% of total cost for the supervisor of construction. The addition was completed in time for the opening of school in September, 1918.

This expansion of the high school relieved the congested conditions for only a few years. Within a decade, it became so over-crowded that half day sessions had to be inaugurated until a new high school could be erected on the east side in 1928. After the erection of Eastern High, the old high school was known as Central High School.

It might be interesting to try to compute the approximate total cost of the Central High School. Beginning with the original building in 1875, and adding the interest on the first and second bond issues, the construction costs of remodeling, and of building the first and second additions, and the swimming pool and other resulting adjustments that had to be made, a conservative estimate of construction costs would be in the neighborhood of \$450,000. This does not include cost of equipment, nor does it include an extraordinarily high maintenance cost from 1875 to 1918, when it was finally finished.

On the whole, it was an expensive experiment in modernizing and expanding an old building which has resulted in an anomalous composite of different architectural styles and designs. In 1942, the J. W. Sexton High School was built on the west side of the city and the classes in Central High were moved to this new building February 1, 1943, leaving the old building to be used for industrial and vocational classes. The name of old Central High was officially changed in April, 1943, to the Lansing Technical High School.

Mill Street and Larch Street Schools

The school that appears next in order of historical sequence is the school on Mill Street on the east side of the Grand River. A room was rented and equipped for school purposes in February, 1870, somewhere in the neighborhood of the present Rikerd Lumber Company on Mill Street. The room was rented for \$100 per year and a stove and seats were obtained from the old abandoned building on South Cedar Street. Miss Bell Chandler was hired as teacher for this school at a salary of \$325 per year.

In October of 1870, \$3,200 was voted to be raised by taxation for a school site and building on the east side near Michigan Avenue to replace the temporary quarters on Mill Street. A two-room frame building heated by a Ruton Stove was erected on a brick foundation on lot 6, block 244, the site of the present Larch Street School. This school pursued the even tenor of its way for eighteen years before it was displaced by a new one. In January, 1888, the Board of Education voted to build a brick, four-room school on the site of the old building. It was to cost not to exceed \$8,000. The old building was moved to the southeast corner of the lot and made usable for school purposes. The new building was to have the Smead System of heating and ventilating.

It was finished in time for the fall term of school and the old building was sold to the Mission Branch of the Plymouth Congregational Church for \$85. During these years, this part of the city evidently grew apace for in April, 1892, the old building had been sold only three years before it had to be rented from the new owners for \$25 for the rest of the year for school purposes. In May, 1893, a bid of \$6,390 was accepted by the Board for the building of an addition to the new brick school house erected in 1888, and fifteen years later in 1908 two more rooms were added to the second floor and a new \$3,600 heating plant and a \$1,400 toilet system were installed. It stands today as the oldest building among the public schools of the city.

Third Ward School - corner of Hillsdale & Walnut Sts.

The next school that appeared in order of time sequence was in the third ward. In August, 1873, lots 1,2,3 and 4 in block 161 were bought for \$3,300 by the Board of Education for a school site. These lots were known as the Clark lots and comprised the east half of the block between Hillsdale and St. Joseph Streets facing Walnut. On these lots, stood a private residence which was remodeled into a school house which served for school purposes for ten years, and was then moved to a new site on block 151, the present site of the Cherry Street building.

Cherry Street School

The Cherry Street site was bought in March, 1883, just a few months after block 140, present site of the Kalamazoo Street School, had been secured by the Board of Education as a site for a new and commodious third ward school building. The old third ward school on block 161 was only two blocks distant from the new Kalamazoo Street site and so it was moved to block 151 in the

sixth ward and named the Cherry Street School to distinguish it from the other sixth ward school on South Street.

This old building was placed on a stone foundation and rejuvenated outside and inside, reseated and refurnished and made ready for school in September, 1883. It served for school purposes on this new site for over ten years. The lots on block 161 from which it had been moved were sold in 1887 for \$2,000.

In April, 1894, Charles Damon was awarded a contract to build a new school building on the Cherry Street site for \$6,680. The old remodeled school building was sold in July for \$75. The new building was finished and opened for school in September, 1894. No changes were made in this building until May, 1915, when contracts totaling over \$6,000 were let for the construction of an addition which was finished in time for the opening of school in September. Things ran along smoothly for twelve or fifteen years, when business began to encroach upon this particular school area. Enrollments began to dwindle, and in 1933 it was permanently closed as a part of the retrenchment program adopted by the Board of Education as the result of the postwar depression. In March, 1934, it was rented for two years to the Ingham County Welfare Commission, and in 1937 it was converted into a repair shop and general offices for the maintenance department.

Clark School - later named Kalamazoo Street School

The next school in the time sequence is the Clark School. In 1881, the Board of Education bought from the State for \$3,500 block 140 for school purposes. In the spring of 1882, the Board of Education proposed to erect an eight-room, brick building on the north side of the lot which is the present site of the Kalamazoo Street School. In April, 1883, White and Castle were awarded a contract to build the school building according to the plans and specifications of William Appleyard, architect, for \$11,000, to be finished by October 15, 1883.

As a result of this action, the two nearby school properties were offered for sale. The Third Ward School house on Walnut Street, between Hillsdale and St. Joseph Streets, was moved to the Cherry Street site in the sixth ward and the lots sold three years later. The sale of the Townsend Street property in the second ward never materialized. The new third ward school house on block 140 was named the Clark School in March, 1884. A considerable sum of money was used in furnishing this new building, and in clearing the block of trees and underbrush and in filling and grading it. Nearly 6000 cubic yards of earth were required to fill a frog pond on the south side of the block. In October, 1888, the Clark School was named the Third Ward School, and in 1890 its name was changed to Kalamazoo Street School. A four-room addition was made in the summer of 1909 at a cost of \$9,000.

As early as August, 1922, the Building Committee of the Board of Education called attention to the need of erecting a twenty-four room structure to displace the old Kalamazoo Street building. In February, 1923, plans were made to

erect a building for a platoon system of twenty-four rooms of which twenty were to be exclusive of the power plant and many other necessary items of expense. The new building, erected on the site of the old building, which was dismantled, was finished for the opening of school at the beginning of the second semester in February, 1924.

Bingham Street and Michigan Avenue Schools

In February, 1890, a rather ambitious building program was presented to the public for its approval. It involved the erection of six new buildings at an estimated cost of \$30,000. This request was vetoed at a public meeting of citizens in February, 1890. In August, the Board of Education made a very modest request for \$10,000, and this time the citizens voted \$14,000 instead of the \$10,000 asked by the Board.

Two new sites were bought in September, 1890: one the present site of the Bingham Street School, and the other the present site of the Michigan Avenue School. Contracts were awarded late in September to the same contractor for the erection of two identical, two-room, brick buildings, each at a cost of \$2,075, and to be finished by December 15 of that year. And thus Bingham Street and Michigan Avenue Schools were born as the second pair of identical twins in the family of Lansing's public schools. This made two school houses in the second ward, two in the fourth, and two in the sixth, and for purposes of more accurate designation, the Board of Education adopted the policy in 1890 of giving each school building the name of the street it faced.

In May, 1909, Bingham Street School was overhauled and an addition was made which, with heating and plumbing, cost over \$11,000. In January, 1916, the Michigan Avenue School building was dismantled and a new modern unit erected at a total cost of over \$40,000.

Leshar Place School

Closely following the Bingham and Michigan Avenue Schools came Leshar Place School. In June, 1892, a site was bought on the east side of Leshar Place for \$800, and in July a contract was let for a two-room, one story building on this site in the north part of the fifth ward to be finished in September at a cost of \$1,850.

In September, 1895, the name of this school was changed to East Park School. In 1897, a second story was added, which was completed in August, to accommodate a hundred pupils. This remodeled building was partially destroyed by fire in December, 1907. Over \$2,500 was received in insurance which was practically the face value of the policy. Steps were immediately taken to repair the building and put in a furnace at a total expense of \$1,300. In February, 1916, a contract was let for the construction on the old site of a new building, the cost of which totaled over \$41,000. A gymnasium was added in 1918. Since then, it has undergone only minor repairs and adjustments necessary to provide quarters for the part-time school, open air rooms and

domestic science classes, which the building from time to time has housed. In 1926, its name was changed from East Park to Oak Park.

Logan Street School

The site for the Logan Street School was bought in June, 1896, and in July the contract was let for the erection of a substantial four-room brick building to cost \$3,250, which was completed the following year. The school site was enlarged in August, 1903, by the purchase of adjoining lots on the south, and three years later still more lots were acquired. A four-room addition was made in 1912 at a total cost of over \$11,000.

As a result of the general retrenchment program, which began in 1933, the Logan Street School became one of the casualties. It was closed in the fall of 1933 never to be reopened, and in April, 1936, it was entirely dismantled to make room for a new modern school building, which was begun in June, 1936, and finished in time for the opening of school in February, 1937. The total contracts for this building totaled \$107,000. The building was planned not only for school purposes but also for social and community activities and the name was changed from Logan Street School to Lincoln School.

Moores Park School

The next school to appear in order of sequence was the Moores Park School. In April, 1906, the present site was acquired by the Board of Education; and in June, Mr. David Howe was awarded a contract based on J. N. Churchill's plans and specifications to erect a four-room brick building at a cost of \$7,585. In July, 1908, Mr. J. H. Moores deeded to the Board of Education considerable ground to the west adjacent to the school site on condition that it be used only for park purposes. A second-story, four-room addition was built at a total cost of about \$10,000 in 1910.

Franklin Avenue School

A site was obtained for \$4,300 on the north side of Franklin Avenue just east of Pennsylvania Avenue in August, 1910, and upon this site a four-room brick building was erected for about \$14,000. This building was completed in January, 1911. Population growth was so rapid at this time that a second-story, four-room addition was made the following year at a cost of about \$9,000.

Genesee Street School

A site on the southeast corner of Butler and Genesee Streets was obtained in April, 1909. Contracts totaling \$41,000 were let in April, 1912, for the construction upon this site of a ten-room building to be called the Genesee Street School.

Allen Street School

Property at the southeast corner of Allen and Kalamazoo Streets was bought for a school site in May, 1909, at a cost of \$1,000. Contracts totaling \$33,500 were let for the erection of a ten-room building in February, 1913, which was finished in September. More adjacent lots were bought in April, 1914, for \$800 expanding the site to include the north half of the block facing Kalamazoo Street, and the east half of the same block facing Shepard Street.

In October, 1925, two wings costing in the neighborhood of \$150,000 were built, one on the east and one on the west end of the original unit, making the completed building and the new Kalamazoo Street School, finished in February, 1924, the two largest elementary schools in the city, each able to accommodate from six to seven hundred pupils.

Christiancy School

The house and property of Judge Christiancy, located just south of the Grand Trunk Railroad and a block east of Cedar Street, were acquired by the Board of Education in April, 1910, for \$5,000. In February, 1914, contracts totaling \$32,500 were awarded for the erection of a new school building on this site. It was finished in time for the opening of school in September, 1914, and it was named the Christiancy School. The old Christiancy house was sold in 1913 for \$500.

Warner Street School

A five acre site was bought in May, 1914, for \$2,000 on the north side of Warner Street between Alice and Lansing Streets; other lots were added to this site later. Contracts were awarded in May, 1915, to build a four or five room school house at a cost of \$17,500, but the actual cost was nearly \$2,000 more than the contracts specified. In May, 1919, an addition was proposed, but the bids, totaling \$25,500, were rejected and Mr. Fred Stoll was hired to supervise its construction, as well as that of the new building that was being built at the corner of Barnes Avenue and Logan Street. He was paid 8% of cost price. Construction costs on these two buildings evidently were not presented to the Board separately and hence it is hard to tell definitely what either project cost. Assuming that the cost of the addition to Warner Street School was less than the rejected bids, it seems reasonable to put estimated cost at between \$15,000 and \$20,000.

Columbia Park School

The old building in School District Number 6 of Lansing Township along with the surrounding area known as Columbia Park was annexed to the School District of Lansing in July, 1916. Immediate steps were taken to put this building into condition for the opening of school in September. In December, 1916, contracts were awarded to the amount of \$15,000 for an addition to the old

building. This was sufficiently completed for the opening of school in September, 1917. The name was changed to Foster Avenue School. The next year another addition was built by the Reniger Construction Company. Additional lots adjacent to the original site were bought in 1924 for \$6,000 and some more in November for \$4,300. In March, 1930, total contracts amounting to \$92,000 were awarded for the construction of a large addition to be completed in time for school purposes in September.

Maplewood School

Three and a half acres on South Cedar Street, between Riley Street and Rockford Road, were purchased in October, 1917, for \$7,000 as a site for a new school. Contracts totaling over \$43,000 were let in March, 1918, for a modern fire-proof, eight-room building to be finished in September. This building, facing Cedar Street, was named Maplewood School to distinguish it from the Cedar Street School on the north side of the city.

Barnes Avenue School

In May, 1919, bids totaling \$36,500 were made for a five-room building on the corner of Barnes Avenue and Logan Street. These were considered much too high by the Board and were rejected. Mr. Fred Stoll was hired at 8% of cost price to supervise construction of the building, which was completed in time for the opening of school in September, 1919. The cost was somewhere in the neighborhood of \$20,000 to 25,000. An addition was made in the summer of 1920 by the Christman Company totaling about \$65,000.

West Junior High School

The first unit of the West Junior High School was built in 1919 and 1920 on the south side of the same block on which the Kalamazoo Elementary School is located. It was practically completed for the opening of school in September at a cost of about \$200,000. In February, 1922, an addition, costing about \$135,000, was built on each end of the first unit, and in May, 1929, contracts to the amount of \$188,000 were let for another additional unit. The building, when completed, constituted an architectural unit in which were included, along with other modern educational conveniences, a cafeteria, gymnasium, and swimming pool.

East Junior High School

Thirteen acres of the Boys' Industrial School property at the corner of Jerome Street and Pennsylvania Avenue were bought from the State for \$90,000 in December, 1919. This area was to serve as a site for both a junior high and senior high school. It was also considered large enough to furnish room for a football and athletic field.

In June, 1920, the Board of Education decided to build a \$300,000 junior high school building facing Jerome Street, with an athletic field to be located at the east end of the grounds. The first bids of \$340,000 in September, 1920, were rejected. Reduced bids of \$301,000 were later accepted, and the building was finished for opening of school in September, 1921. The total expense of putting the athletic field in usable condition was estimated at \$15,000. Contracts for building bleachers were awarded to the Reniger Construction Company for \$33,000. Later regrading and finishing the athletic field and wiring it for night football cost several thousand dollars more. In February, 1922, an addition at total contract cost of \$142,000 was made to the East Junior High School. In March, 1922, the name of the school was changed to the Henry R. Pattengill Junior High School and the athletic field named the Pattengill Athletic Field. A six room, three story addition was made through the aid of the Federal Administration of Public Works in 1938 at a total contract cost of \$68,410.

Holmes Street School

A site at the northwest corner of Holmes and Hazel Streets was bought in July, 1916, for \$5,500. Contracts totaling over \$97,000 were awarded in February, 1923, for the construction of a sixteen room building, which was practically completed in December, 1923. A \$50,000 addition was made in the spring and summer of 1929.

High Street School

A site on High Street, just north of McKinley Avenue, was bought for \$525 in 1917. A building costing about \$57,000 was erected on this site in the spring and summer of 1924; another eight-room unit was added in the spring of 1930 at a cost of about \$65,000.

Walter H. French Junior High School

A six acre tract at the southwest corner of Cedar Street and Mt. Hope Avenue was bought for \$50,000 in the spring of 1924. In November, contracts were awarded for the erection of a junior high school at a cost of \$467,600. This building was constructed in the form of a V instead of the E style, according to which the West and East Junior High Schools had been built. The school was named the Walter H. French Junior High School. The building was ready for use in September, 1925. In addition to the seventh, eighth and ninth grades, the elementary grades, from the first to the sixth, inclusive, were also housed in this building.

Thomas Street School

In the spring election of 1928, the Lansing School District annexed School District Number 9, which had two old frame buildings on Thomas Street in the extreme north part of the city. These buildings were repaired and used for school purposes for several years. In February, 1934, twenty acres adjacent to this old

site were bought for \$12,000. This enlarged Thomas Street site was acquired for the purpose of erecting, at the proper time, a new elementary school building and a new north side junior high school.

In August, 1936, plans and specifications for the erection of a new elementary school building were accepted as presented by the architects of the Warren Holmes Company, a company that specializes in school architecture. In November, contracts were let for the construction of a three story building at a cost of \$147,000. The building, completed for use in September, 1937, presented several new features never before incorporated in a Lansing school building. One room on the first floor for kindergarten use has no windows, but has a part of the south wall projecting in a semi-circular form built of solid glass bricks. Also, the stairways, built at either end of the building, have an unusually low angle of incline making it extremely easy for children to climb. Thus far, it is the most distinctive elementary school building in the entire school system.

Main Street School

About two and a half acres on west Main Street, between West and Nipp Streets, were bought in December, 1924, for \$25,000. A new building was erected on this site in the spring and summer of 1929 at a cost of \$98,200.

Verlinden Avenue School

A site for this school, facing Verlinden Avenue between North Genesee Drive and Drexel Road, was purchased in May, 1928, for \$14,640 and contracts to the amount of \$94,240 were let in January, 1930.

Eastern High School

In May, 1926, the school architect, J. N. Churchill, was instructed to prepare plans for a new high school to be erected at the corner of Jerome and Pennsylvania on the property bought from the Boys' Industrial School, on which the Henry R. Pattengill Junior High School had already been built. Pond, Pond, Martin and Lloyd of Chicago were hired as consultant architects. In October, 1926, contracts were let for the foundation work at a total cost of \$60,000. In May, 1927, the Reniger Construction Company submitted an accepted total bid of \$904,669 for complete construction of the building, which, when finished, was the most modern and complete and expensive structure that had yet become a part of the Lansing Public Schools.

It included a cafeteria, swimming pool and gymnasium besides many other modern features and conveniences. In September, 1935, application was made to the Federal Government through the Public Works Administration for the completion of a girls' gymnasium and a third story to the north wing of the main building; these were finished during the year 1936 at a total cost of about \$140,000.

J. W. Sexton High School

A thirty-acre tract of land lying south of Michigan Avenue and west of McPherson Avenue was obtained as a site for a new high school on the west side of the city in the spring of 1938. The site cost approximately \$80,000, but many thousands of dollars were spent in grading and landscaping it, and in preparing the west portion of it for athletic and recreational fields, including football, baseball, and tennis courts. In the fall of 1938, the Board of Education estimated that the cost of a new high school on this site would be at least \$1,250,000 and started negotiations with the Federal Public Works Administration for a 45% grant toward the construction of such a building. The lowest bids submitted in May, 1941, according to plans and specifications of the Warren Holmes Company, architects, totaled approximately \$1,500,000 after certain deductions had been made to the amount of \$141,000, which eliminated the natatorium and left the auditorium unfinished.

On the basis of these bids, the Board of Education proceeded with the erection of the new building through the proffered aid of the Public Works Administration of the Federal Government. The building was so far finished that classes from the Central High School moved in at the beginning of the second semester in February, 1943. When fully completed, according to architects specifications, the building will be one of the finest and most modern high schools in the state.

In the naming of this high school, the Board of Education broke all precedents by naming it after a living person. Only two school buildings had been named after influential men of the community, but these men were dead before their names were used as designations of two junior high schools. It was the unanimous opinion of the Board of Education that merited recognition and tribute should be given to the man who had given over thirty years of his life to the task of putting the Lansing Public Schools into the top ranking class of public school systems of the state, therefore the Board of Education, at a regular session, August 11, 1941, passed a resolution "That the new high school be called the J.W. Sexton High School in recognition of the splendid work that Dr. Sexton has done for the school system of Lansing in the past and we hope will be able to continue to do for many years to come, but that, when the time comes when he can no longer be with us, his name will be perpetuated in the stone of the building we are now constructing; that he may thus carry out the idea expressed in an editorial in our local newspaper which in commenting on this proposed name said, "It is after all a fine thing to bestow honors and show the appreciation of a community to the living. A man or woman gets little satisfaction from flowers after death."

Chronological Summary

This includes date of building and date of significant additions, remodeling or alterations.

First Ward School, North Cedar Street, built in fall of 1847, rebuilt 1851, rebuilt 1876, \$3,200 addition in 1900, \$49,800 addition 1917, old part torn down in 1941, and new east side entrance built.

Second Ward School, northwest corner of Townsend and Washtenaw Streets, built 1851, moved away in 1855, new building on old site built in 1858, repaired in 1863 and 1866, 21 by 38 addition built in 1871, \$3,000 repairs in 1884, dismantled in 1904 and present building built on old site, remodeled into administration building for Board of Education 1926.

Third Ward School, east side South Cedar Street between Main Street and Cedar River, built in 1851, new site purchased on South Street 1867 and two room school house built on new site in 1867, old building on South Cedar sold in 1873, two-room addition built on South Street school in 1892, abandoned in 1914 and later sold, another third ward school built on corner of Walnut and Hillsdale Streets in 1873, moved to Cherry Street in 1883.

Fourth Ward School, known as Kilbourn Street School, built in 1867, repaired frequently and finally wrecked in 1923, first Walnut Street School built in 1890, four-room addition in 1904, \$3,500 alterations made in 1925, remodeled in 1930 and equipped for school for crippled children, wrecked in 1936; second, or new, Walnut Street School built in 1923, new and enlarged school for crippled children built in 1937 on site of old building wrecked in 1936.

First High School, Block 81, built 1868, addition 1871, moved away and new High School built on old site 1875, addition built in 1910, addition of science building made in 1918, abandoned as a general high school in February, 1943, at which time it began to be used as a Technical High School.

First Fifth Ward School, a rented room on Mill Street in 1870, frame building on present Larch Street site erected in fall of 1870, moved away and new brick building erected on old site in 1888, addition in 1893, another addition in 1908.

Old Third Ward School moved to Cherry Street site in 1873, sold in 1894, new Cherry Street School built in 1894, addition built in 1915, building abandoned for school purposes in 1933, has been headquarters for maintenance department since 1937.

Kalamazoo Street School, Block 140, built in 1883, named Clark School in 1884, name changed to Third Ward School in 1888, name changed to Kalamazoo Street School in 1890, four-room addition built in 1909, old building torn down and new one erected in 1923-24.

Bingham Street two-room school built in 1890, two-room addition made in 1900, remodeled and expanded in 1909.

Michigan Avenue two-room school built in 1890, two-room addition in 1896, old building wrecked in 1916 and new \$40,000 building erected on old site.

Leshner Place School built in 1892, name changed to East Park in 1895, second story added in 1897, old building wrecked in 1916 and new \$41,000 building erected, name changed to Oak Park in 1926.

Logan Street four-room school built in 1896, four-room addition built in 1912, closed in 1933, wrecked in 1936 and new modern building erected in 1936.

Moores Park four-room school built in 1906, second story addition built in 1910.

Franklin Avenue four-room school built in 1910, second story added in 1912.

Genesee Street School built in 1912.

Allen Street School built in 1913, two wings added in 1925.

Christianity school built in 1914.

Warner Street School built in 1915, addition built in 1919.

Columbia Park School annexed in 1916, remodeled and enlarged in 1917, name changed to Foster Avenue School in 1917, addition made in 1918, large addition made in 1930.

Maplewood School built in 1918.

Barnes Avenue School built in 1919, addition made in 1920.

West Junior High School built in 1920, additions made in 1922 and another addition in 1929.

East Junior High School, later named Henry R. Pattengill Junior High School, built in 1921, addition made in 1922, another addition made in 1938.

Holmes Street School built in 1923, addition made in 1929.

High Street School built in 1924, addition was made in 1930.

Walter French Junior High School built in 1924-25.

Eastern High School built in 1927, addition made in 1936.

Thomas Street School annexed in 1928, new school building erected in 1936-37.

Main Street School built in 1929.

Verlinden Avenue School built in 1930.

J. W. Sexton High School built in 1942.

A \$9,000 field house was built upon the old athletic field at end of Townsend Street in 1929. A part of this field was sold to the Olds Motor Works in 1937 for \$35,000.

A school site in the northeast part of the city on Franklin Avenue was bought in 1910 but population growth was slow in that area and no building has been built there.

A site in the southeast part of the city on east Mt. Hope Avenue, just east of Pennsylvania Avenue, was bought in September, 1924, for \$20,000. Because of increased home building in this area, the next elementary school building erected will probably be on this site.

A north side junior high school, no doubt, will be built within the next few years on the twenty acre Thomas Street site.

Maintenance of School Plant

Development of the Maintenance Department

In the early days of Lansing, the maintenance and operation of the schools were very simple. There were only three schools in operation in 1861, and their upkeep was easy and inexpensive. Help was cheap, teachers' salaries very low, and fuel cost only the price of labor necessary to cut the wood and bring it to the school houses from the surrounding forest. The school houses were heated with stoves and water was obtained from wells upon the school property. School furniture and supplies consisted of a few books, chalk, blackboards, ink bottles and handmade seats for "Scholars," and a desk for the teacher.

At its second meeting on April 11, 1861, the Board of Education ordered for the First Ward School "brooms, pails, cups, and a boy to ring the bell and brush the rooms." In September, 1861, they passed a resolution "to advertise for bids for 40 cords of seasoned hard wood three feet long for the First Ward School and fifty cords of seasoned hard wood four feet long for the Second Ward School." During the winter of 1861-62 the upkeep of the three buildings was as follows: repairs for First Ward School, \$150; for the Second Ward Schoolhouse, \$250; and for the Third Ward School, \$50. The fuel bill was \$150. Besides these minor repair jobs and provision for fuel, there was the building and care of outhouses and the general beautification of grounds, such as "fencing the school grounds in the second ward with a picket fence on the east and south sides and a tight board fence on the north and west sides."

In the early days, janitors could be hired for \$1.00 to \$2.00 per week, depending upon the amount of work to be done. Usually the work of sawing the wood into stove length and storing it in the basement fell to the lot of the janitor. The supervision of buildings and repairs, theoretically, was the duty of the Committee on Buildings and Sites; but quite as often it was left for the janitor or the members of the Board living in the ward in which the building was located, or quite as frequently such matters were left for the principal of the different schools to report. After a superintendent was hired in 1868, it generally devolved upon him to look after such matters. He not only checked on the physical needs of the schools but also kept watch of the janitors to see that they performed their specified duties. It was his business to keep track of all school supplies and check them out to the different schools. He served also as librarian. This service could be done very handily by the superintendent because the library for many years was in his office. He also served as clerk of the Board of Education. His service as clerk continued until 1890. His services as librarian and as teacher continued until 1879.

There was no attempt made beyond what the superintendent could do to systematize and organize the physical maintenance of the schools until after 1900. As schools began to multiply in number, it became increasingly difficult for the superintendent to attend to all the details involved in the physical

upkeep of buildings in addition to his more specific duties involving school administration and supervision of teachers, instruction, curricula and courses of study.

Strange as it may seem the truant officer became the nucleus about which the maintenance department of the schools began to organize. A truant officer was appointed first in 1895. Not all his time was required for truant work, and hence odd jobs of various kinds began to gravitate his way. In his frequent visitations of the schools, it fell to his lot, in the natural order of events, to assist in other services about the buildings. He was instructed to see that the janitors were properly performing their duties. He kept a watchful eye on the smoking habits of the boys on the school premises or on their way to or from school. He fumigated school buildings after any outbreak of contagious diseases. He either conducted or supervised the taking of the census each year. The Board of Education soon began to recognize his usefulness in many school activities other than merely rounding up truants, and began to make increasing demands upon him to see that the buildings were kept in a fit condition and even to do petty jobs of repair work when needed.

After 1900, the work of inspecting school buildings and equipment and of making recommendations of what should be done became an increasing part of his duties. Finally, in 1913, George E. Palmer, who had been truant officer off and on since 1900, was made Supervisor of Buildings in addition to his duties as truant officer. Mr. Palmer fulfilled this dual role until 1920 when he ceased to act as attendance officer and devoted his entire time to the supervision of buildings. In this capacity, he had charge of all maintenance work of the school plant, of all janitorial service and of all the skilled labor required in the repair of buildings and equipment. He inspected all buildings and made recommendations to the Board of what should be done to keep them and their equipment in fit and usable condition.

In January, 1923, another important step was taken in the further development of the maintenance department: Mr. H. L. Chamberlin was appointed as business manager. His duties were defined as follows: "to keep himself informed and keep on file data concerning school equipment, furniture, and school appliances, and other supplies and building materials, together with price of same and furnish such information to the proper committee and Superintendent of Schools upon request; to order all supplies and materials recommended by the supply committee and Superintendent of Schools and approved by the Board of Education; to keep a proper inventory of all school properties and see that supplies are properly distributed among the schools; to see that the books and accounts of the Board of Education are properly kept; to assist the building committee and Superintendent of Schools in planning new buildings and in supervising the construction of same; to have general supervision of the clerical force of the Board of Education, and in conjunction with the Superintendent of Schools, shall select candidates for the various clerical positions to be presented to the Board of Education for final action." His relation to the Superintendent of Schools was subordinate and similar to that of an assistant, and his relation to that of Superintendent of Buildings was coordinate. In short, the business manager became the general accountant, planning and purchasing

agent of the Board of Education. After new buildings were completed, and furnishings and equipment installed, they were turned over to the Superintendent of Buildings whose business it was to see that they were kept in proper order and condition. This involved the building up of a maintenance organization of custodians and skilled employees to take care of the buildings and equipment. In 1937, the Cherry Street School building, closed in 1933, became the headquarters and repair shop for the Maintenance Department. In 1934, George E. Palmer was made Maintenance Consultant and Paul Hedlund was appointed Superintendent of Buildings.

Salaries and Wages of Maintenance Employees

Salaries for janitors in the eighteen sixties were about \$2.00 per week. By 1875, they had risen to \$15 to \$18 per month. In 1900, they had gradually reached \$25 to \$35 per month for elementary schools and \$45 for head janitor of the high school. In 1918 they ranged from \$70 to \$80 per month. After 1920, their salaries rose at a more rapid pace. By 1930, they had reached from \$1200 to \$1320 per year, and, in 1937, a general raise of \$120 per year was made. In August, 1941, an extra allowance of \$100 per year for all custodians was voted and \$75 for all office help. Wages of painters were increased from 75 cents to 85 cents per hour. The salary of the Superintendent of Buildings was increased from \$2500 to \$2700, and salary schedules for carpenters and plumbers ranged from \$1800 to \$2200 per year.

Salary schedule for custodians and firemen adopted in October, 1940:

First Year	\$100 per month	\$1200 Annually
Second Year	105 per month	1260 Annually
Third Year	110 per month	1320 Annually
Fourth Year	115 per month	1380 Annually
Fifth Year	120 per month	1440 Annually
Sixth Year	122.50 per month	1470 Annually

Fuel

During the first three or four decades, the schools depended mostly upon wood for fuel. The first mention of coal as fuel was after the new high school was built in 1875; only a few tons were purchased at that time. It was not until about 1890 that coal-burning furnaces began to displace wood and coal burning stoves. The Board of Education engaged in a general discussion in 1901 over the relative merits of furnaces and stoves. To settle the matter, a committee was appointed to investigate the fuel costs over the past eight years. The substance of the majority report was that furnaces give more heat with less coal and that over a period of eight years the cost of heating was less with an increase in the number of furnaces over stoves even though room space had increased. The minority report was, in short, a contradiction to the gist of the majority report. But Mr. C. E. Bement who submitted the majority report and Mr. J. E. Nichols who submitted the minority report both agreed that a more systematic method of keeping accounts should be inaugurated. They suggested that fuel accounts be figured from July first to July first and that fuel inventories be kept for each building so that the amount of fuel

consumed could be more accurately computed. They also suggested that repairs, additions and expenses of all sorts be kept for each building so it would be easier to check such matters. The committee confessed "it was a matter of considerable labor to find out, for instance, when furnaces were substituted for stoves and when additions were made to buildings." In view of this confusion, it is only logical to ask how one who has had to deal with many thousands of pages of such confusion and unsystematic records extending over a period of eighty years can be expected to write a history of the entire school system without some minor errors and omissions when two who were more or less familiar with the subject matter of the records, and for which they were, in part, responsible could not agree on the single subject of fuel costs extending over a period of only eight years.

It is interesting to make a comparison of fuel costs of eighty years ago with those of the present. In 1861-62, the fuel bill was \$150 for ninety cords of seasoned hard wood. In 1942-43, it was over \$45,000 for 6500 tons of coal.

Storage and Distribution of School Supplies

School supplies that were not needed for immediate use were stored, at first, in the basement of the high school and checked out to the different buildings as needed by the Superintendent. Later the basement of the new library building was used as a stock room, and a keeper put in charge of the supplies. When the Townsend Street School was remodeled into an administration building in 1925, the basement was converted into a storage room for school supplies. In 1931, when the north sixty-six feet of the grounds were sold to the Federal Government for a Post Office site the Open Air Building located thereon was moved to a lot on the west side of the Administration Building, and later when it ceased to be used for an Open Air School, was remodeled into additional storage room. For many years, school supplies have been distributed to the different buildings by daily truck service, each building receiving at least one delivery each week. Before that, school supplies were carried to the different schools by the janitors, teachers, truant officer or by the superintendent of buildings after that office had been created in 1913. A Ford truck was purchased and placed at the disposal of Mr. George Palmer which marks the beginning of trucking service by the Board in the year 1926.

For many years, the supplies thus distributed throughout the school system have totaled over \$80,000 a year.

School Equipment

This includes such items as school furnishings, shop and laboratory equipment, cafeteria, athletic and playground equipment, and special devices: apparatus and set up for the education and rehabilitation of certain handicapped groups. During the first four decades, equipment of this kind was very meager.

The type and scope of education previous to 1900 made small demand for anything beyond books and desks. It was not until after 1900 that the public began to ask for greater diversification in education. With the attempt of the schools to prepare boys and girls to earn their living in the industrial and economic vocations, there has also come a greater demand by the schools for specialized equipment. This has added much to the cost of education. The Lansing Public Schools have not been slow in meeting the public demand for more domestic and industrialized forms of education. The six high schools are all thoroughly equipped to give general training in industrial education. This will receive further consideration under "Curriculum and Courses of Study."

The Lansing Technical High School may be considered as the climax of this development in vocational education. At present, the estimated valuation of equipment in these six high schools plus all other categories of equipment distributed throughout the entire school system is about \$850,000. No precise evaluation can be made. Old equipment deteriorates, but new and expensive equipment is constantly being added.

Budgets and Revenue

The main source through which the Board of Education derives its funds for school purposes is by direct tax levy upon the taxable property of the school district. This is done through the annual budget submitted to the people for their approval or rejection. Only two or three times has a school budget been vetoed by the citizens and it has been increased as many times by almost unanimous vote of the tax payers. In addition, some considerable sum is obtained by the Board of Education from the mill tax, from the primary school fund, and from tuition from pupils living outside the school district. Some state aid is granted for maintenance of the school library, and for the needs and instruction of handicapped children. Since 1917, certain grants for industrial and home economics education under the Smith-Hughes Act have been taken advantage of by the Board of Education. After 1934, when the Federal Public Works Administration was established the Board made successful application for federal aid in handling several projects already described elsewhere in this chapter.

The Thatcher-Saur Bill passed by the state legislature in 1935 granted to the schools of the state supplementary funds to prevent too great curtailment in school privileges due to the postwar depression. From this source, the Lansing Public Schools are granted from two to four hundred thousand dollars a year in addition to other established sources of revenue; but aside from these secondary sources of variable income the Board of Education depends primarily upon the budget approved by direct vote of the people of the school district. This budget is the estimate the Board of Education decides is necessary, over and above what may come from other sources, for school purposes for each ensuing year. It will be interesting to observe how these budgets have grown during the past eighty years.

The budget for 1861 was \$	1,700	
1862 -	3,454	
1863 -	2,257	
1865 -	4,150	
1866 -	6,400	
1867 -	5,200	
1869 -	10,770	
1870 -	11,850	
1871 -	13,120	
1873 -	50,000	bond issue for new high school plus \$23,500 for other school sites and buildings
1874 -	21,475	
1875 -	26,770	
1877 -	18,600	asked but \$21,050 voted by citizens
1878 -	24,560	
1879 -	15,500	asked but only \$14,500 voted
1880 -	15,000	
1883 -	28,168	this included \$12,000 lost on a deposit in the Eugene Angel Bank
1884 -	19,200	
1886 -	26,130	
1888 -	30,450	
1890 -	35,000	
1891 -	38,500	
1892 -	39,800	
1893 -	47,000	
1899 -	49,500	
1900 -	45,850	
1901 -	48,000	
1903 -	52,300	
1904 -	41,700	
1905 -	50,300	
1910 -	93,400	
1913 -	120,000	
1915 -	127,000	
1916 -	286,000	
1919 -	325,000	
1921 -	684,800	
1922 -	721,300	
1923 -	980,000	
1924 -	1,150,450	
1925 -	1,324,432	
1926 -	1,226,312	
1927 -	1,253,868	
1928 -	1,281,896	
1929 -	1,280,873	
1930 -	1,326,161	
1931 -	1,168,239	
1932 -	994,962	
1933 -	738,668	
1934 -	1,027,790	
1935 -	829,256	
1936 -	636,800	

1937 -	710,000
1938 -	786,333
1939 -	766,678
1940 -	777,410
1941 -	850,654
1942 -	879,846

It will be observed that these budgets show a fairly steady climb except for the two post-war depressions. The first beginning about ten years after the civil war and the second one beginning about 1931 and 1932. Both of these depressions seriously affected the Lansing Public Schools, both in their building and educational programs. In 1877, in response to a loud outcry against what was called a useless waste of public money in maintaining a high school and a superintendent, the Finance Committee of the Board of Education was instructed to present a ten year resume of expenses and receipts for the benefit of citizens who felt their money was not being put to the most useful purposes. The high school curriculum was curtailed, but the superintendent was retained in spite of the noisy demand for his head. These matters will be treated in detail under "Curriculum and Courses of Study" and "Teachers and Salaries." No new schools were built for seven or eight years after the construction of the high school in 1875 except the necessary replacement of the Cedar Street School in 1876.

A similar situation arose in the depression following the first World War. Even the money deposited in banks was not available. Only 5% of the \$350,000 deposited in the Capital National Bank could be drawn. Bonding companies were notified of such refusal and request made of them to fulfill their pledge to the Board of Education. It is enough to say that while the Board of Education finally pulled through without any serious loss of funds it became necessary to make drastic temporary cuts in its school facilities and educational program. In 1933, in the interest of economy, Cherry and Logan Street Schools were closed, the summer school and summer playgrounds, and the evening school were abolished, supervised summer playgrounds and adult recreation, and Open Air rooms were eliminated, many teachers were dropped and teachers' salaries were cut from 5% on lower salaries to 20% on higher salaries. It was a general slaughter but lack of funds seemed to make it necessary. This time the public also made loud protest, not that the Board was wasting money, but that necessary educational activities were being needlessly sacrificed. The answer of the Board of Education to the public's petitions asking for the resumption of certain discontinued activities was a frank declaration that unpaid taxes - 1930 amounted to \$335,124 and that they had increased steadily each year until in 1935 they were \$747,164. However, as soon as delinquent taxes began to be paid and impounded school funds began to free themselves, the discontinued activities of the school program began to be resumed. The only outright loss the Board of Education ever suffered was a \$12,000 deposit in a private bank in 1883. Losses by fire or storm have been negligible because the Board of Education has always followed the policy of carrying insurance on its properties up to eighty or ninety per cent of assessed valuation.

This chapter may well be concluded by a summarized budget of 1940. It gives a general idea of the yearly cost of operating the Lansing Public School system during recent years. While operating costs have increased with the

expansion of the school plant, this data may be considered as a rough estimate of the average yearly cost of the Lansing Public Schools and yearly sources of school revenue during the past decade.

Estimated Expenditures for Calendar Year 1940

General Control	\$ 33,887
Instructional Service	980,922
Operation of School Plant	197,730
Maintenance of Plant	61,900
Fixed Charges	95,200
Capital Outlay	17,200
Auxiliary Agencies	80,500
Total	<u>\$1,467,339</u>

Estimated Income Other Than Direct Tax

Transfer from Contingent Fund	\$ 36,929
Primary Money	215,000
Supplementary Primary Fund)	284,000
Equalization Fund)	
Tuition Receivable	43,000
Library and County Fines	4,000
Vocational Aid	12,000
Handicapped Children	15,000
Delinquent Tax Collections	80,000
	<u>\$ 689,929</u>

Amount to be raised by direct tax \$777,410

Assessed Valuation of taxable property in Lansing School District	\$ 104,076,817
Fractional School District No. 6	978,625
	<u>\$ 105,055,442</u>

Allocated by County Tax Board 7.40 Mills

School Census, Enrollment, Attendance, Promotions

The statistical data for this chapter, especially concerning the earlier census and enrollment, have been taken mostly from the records of the State Department of Public Instruction. The early records of the Lansing Board of Education give only an occasional school census and practically nothing concerning school enrollments and attendance. These data do not appear with any regularity in the minutes of the Board of Education until after 1880, and then they do not always harmonize with the state records. It has been no small task to maneuver a middle course between the disagreements and to set forth a consecutive record from 1860 to the present time.

To show how the school census has been related to the growth of total population of the city, the federal census from 1860 to 1940 is herewith given:

<u>Date</u>	<u>Population of Lansing</u>	<u>Increase</u>	<u>Per Cent Increase</u>
1860	3,074		
1870	5,241	2,167	70
1880	8,319	3,778	58
1890	13,000	4,783	57
1900	16,485	3,388	25
1910	31,229	14,744	89
1920	57,327	26,098	83
1930	78,397	21,070	36
1940	78,793	356	.5

It may be observed from this table that the growth of the city was very slow but steady until after 1900. It was not until after 1907 that the population began to increase rapidly. During the last decade, the federal census showed practically no increase in population because thousands of people built houses in additions and suburban areas just outside the city limits and, therefore, were not included in the city census. The increase in city population in the future will depend to a very considerable degree upon the extension of the city limits and the annexation of contiguous inhabited areas. The school population and school enrollments have followed quite closely the general pattern of the total population growth.

There have been some anomalous fluctuations between school census and school enrollments, but on the whole, there has been a fairly consistent relationship as may be seen in the following table:

<u>Date</u>	<u>School Census</u>	<u>Total enrollment for the school year ending in June</u>
1861	877	700
1862	885	741
1863	859	Only ten weeks school in 1863
1864	863	678
1865	1,039	900
1866	1,239	1,000

<u>Date</u>	<u>School Census</u>	Total enrollment for the school year ending <u>in June</u>
1867	1,300	1,000
1868	1,358	900
1869	1,436	1,100
1870	1,536	1,208
1871	1,481	1,158
1872	1,653	1,307
1873	1,823	1,409
1874	2,048	1,602
1875	2,090	1,528
1876	2,013	1,498
1877	2,111	1,471
1878	2,139	1,453
1879	2,253	1,519
1880	2,271	1,577
1881	2,347	1,588
1882	2,387	1,658
1883	2,436	1,606
1884	2,613	1,774
1885	2,726	1,815
1886	2,792	1,882
1887	2,944	2,005
1888	3,049	2,075
1889	3,359	2,300
1890	3,708	2,544
1891	3,558	2,716
1892	4,220	2,985
1893	5,223	4,167
1894	4,704	3,312
1895	4,560	2,934
1896	4,151	3,137
1897	4,220	3,106
1898	4,400	3,133
1899	4,508	3,136
1900	3,921	3,072
1901	4,388	3,109
1902	4,597	3,210
1903	4,564	3,221
1904	4,645	3,364
1905	4,853	3,469
1906	5,037	3,672
1907	5,191	3,461
1908	5,275	3,731
1909	5,686	3,845
1910	6,061	4,874
1911	6,280	4,654
1912	6,563	4,736
1913	6,950	5,342
1914	7,106	4,964
1915	7,515	6,490
1916	8,354	6,891
1917	9,885	8,118

<u>Date</u>	<u>School Census</u>	<u>Total enrollment for the school year ending in June</u>
1918	10,417	8,395
1919	11,222	7,843
1920	11,562	10,623
1921	12,436	10,316
1922	12,868	11,211
1923	14,305	12,786
1924	15,553	13,725
1925	15,713	13,318
1926	16,557	14,285
1927	16,997	15,127
1928	17,658	15,493
1929	18,809	16,545
1930	18,601	17,133
1931	18,523	16,929
1932	18,531	16,807
1933	18,751	16,826
1934	19,821	17,456
1935	20,401	17,769
1936	20,447	17,930
1937	20,482	17,986
1938	19,962	17,649
1939	19,713	16,985
1940	19,627	16,900
1941	19,185	16,373
1942	19,144	16,273
1943	19,438	

Several interesting observations may be made relative to the foregoing data. The school census made a consistent yearly increase, with one or two exceptions, from 1861 to 1893 when it began to decline. In 1897, it began to recover, but in 1900, it made a precipitous drop of over six hundred. Just what caused this decline is not clear for the federal census shows an increase in city population. It was not until 1907 that the school census came back to where it was in 1893. From 1900, the school census sustained a steady increase until it reached a peak of over twenty thousand in 1937. Each year since 1937 it has suffered a slight loss until 1943 when expanding war industries brought more people within the city limits.

Yearly enrollments from 1860 to the present have averaged between eighty and ninety per cent of the school census. While the ratio between school enrollment and school population during this time has been fairly constant, the increase in length of school attendance per pupil has greatly increased and truancy and absenteeism have been greatly reduced.

Many factors have contributed to this result: among these has been compulsory school attendance and, more recently, the enactment of child labor laws. The exercise of greater vigilance and the improvement of child accounting methods

have had a very pronounced effect. The expansion and enrichment of the curriculum during the past forty years has been a very stimulating influence in increasing school attendance.

During the first twenty years of the Lansing Schools, there were no compulsory school laws and children were under no internal or external compulsion to attend school. Parents generally did not feel it to be either a duty or a necessity to send their children to school. They allowed many things of little importance to interfere with school attendance. They were not subjected to legal compulsions and encroachments of a complicated society such as exists today.

Furthermore, the schools were not attractive, courses of study were limited in their interest appeal, and school room discipline was rigid and exacting. There were many minor and seemingly inconsequential offenses that were punishable by expulsion from school. The early records are full of petty infractions of school regulations that drew penalties quite out of proportion to the seriousness of the offense.

Beside truancy and tardiness there were many minor offenses for which children were expelled from school; such as, "disobedience," "disorderly conduct," "theft," carrying "deadly weapons," "insulting language." To what extent such types of behavior could be carried before they constituted punishable offenses, was a matter for the Superintendent to decide. Corporal punishment by teachers was not permitted except in special cases. Although the rules concerning pupil behavior were read to the pupils monthly by the teachers the only final and sure method available to the superintendent for enforcing obedience to school rules was expulsion or suspension.

Truancy

It was not until 1871 that the first compulsory school law was enacted. It was very limited in its scope and application. Only twelve consecutive weeks of school attendance were required in any one year of children from eight to fourteen years in rural districts and from seven to sixteen years of age in cities. It was not generally enforced until 1895 when provision was made by law for the appointment of a truant officer to enforce at least four months of consecutive school attendance each year within the prescribed school ages.

A school truancy law was enacted in 1885, but it applied to only three classes of children: (1) habitual truants, (2) vicious, delinquent and incorrigibles, (3) street frequenters. This law merely provided for the establishment in schools having five hundred pupils or more, of ungraded rooms for children who had become a menace to themselves and to society. It was not until 1905 that compulsory school attendance was extended from four consecutive months to the entire school year. During the first twenty-five years, the compulsory school laws, such as they were, quite generally were ignored, but with a more strict enforcement of the law through the appointment of truant officers, attendance of children of school age was greatly increased.

Truant Officer

The first truant officer for the Lansing Public Schools was appointed in 1895. The Board of Education paid him \$50 a month and furnished him with a bicycle. He was not only the schools' truant officer but he was also a member of the police department. The truancy law enacted in 1895 required each school district in which there was an organized police department to ask the police commissioner to delegate one of the police force to serve as truant officer. The Board of Education paid the salary of the truant officer and furnished him with transportation. This continued for five years with Mr. Lee Cook, of the police force, acting as truant officer. In 1900, the Board of Education took the matter into their own hands and appointed Mr. George E. Palmer as truant officer without consulting the Police Commissioner. Although Mr. Palmer was or had been a member of the police force, his appointment as truant officer by the Board of Education did not please the law enforcement authorities who at once went into executive session and decided that the Board of Education had not only violated the law, but had assumed unlawful and unwarranted functions in making such an appointment. The matter was brought before the court for final settlement. While the case was pending, an amendment to the truancy law, in favor of the Board of Education was hurriedly passed by the state legislature then in session, which not only gave the Board of Education the right to hire its own truant officer, but also made it unnecessary for that officer to be a member of the police force. From that time, the Board of Education appointed its own truant officer.

Mr. Palmer continued as truant officer until 1904 when he again resigned. He was succeeded by Arthur M. Moyer who served three years. In September, 1907, George E. Palmer was elected truant officer and served continuously until 1921. At that time, the title was changed from truant to attendance officer and Mrs. Maude Pashby was elected to the position. She served until 1929. Beginning in 1925, her field of operation was limited to the elementary schools and Mr. John George was hired to serve as attendance officer for the high schools. In September, 1929, Miss Antoinette Kull was appointed attendance officer for the elementary grades and has served in that capacity ever since. In September, 1930, Mr. John George was succeeded as attendance officer for the high schools by Maurice Reed, who has served continuously ever since.

Attendance Department

In order to reduce truancy and absenteeism, it became necessary to check more carefully school attendance with the school census and to organize a more effective follow-up system. Many children, for various reasons, did not enroll in school when they reached school age. In moving from one city or school district to another, many children would enjoy a long vacation before reporting to any school in the city or district into which they had moved. Many of school age might leave school to engage in various occupations.

The necessity of keeping a closer check on children who should be in school led to the organization of the Attendance Department in 1925. The name

of this department was changed in 1930 to Child Accounting. Mrs. Myrta Tornblom was the first to be appointed as director of this new department. Under her supervision, office work and personnel have been reorganized. Through the direction of this department, the annual school census and the issuance of labor permits to children of school age are conducted. A separate and complete record of the school attendance of each child is also kept in the office of this department.

Promotions

In addition to this brief survey of school census and enrollments, it will be interesting to assemble some data to show to what extent continuation in school has increased in recent years.

In the earlier days of the Lansing Public Schools, very few children who entered first grade ever graduated from the twelfth grade; as they advanced in the grades their number progressively diminished. They began to drop out at the fourth and fifth grades, and by the time the eighth or ninth grades are reached very few remained. During the past forty or fifty years, an increasing percentage of pupils have continued in school until they finished the twelfth grade.

It is impossible, because of so many variable factors and lack of accurate data, to do more than make an approximation of the increase in the percentage of pupils who finished high school today over the percentage who finished fifty years ago. To do so, certain assumptions will have to be made. It requires twelve years for a class entering first grade to graduate from high school. If that class remained in the same school or city until graduation, it would be an easy matter to determine the percentage that finished. During the twelve years many would leave the city, but it must be assumed that about an equal number of pupils from outside who had entered first grade in some other school or city would take their place. It is not important where they entered first grade.

All that will be attempted here is to take the approximate number of children who enrolled in first grade over a period of twelve years and then follow the classes through to graduation in high school and compute the average percentage of those that finished. Then, fifty years later, do the same for children entering first grade over an equal period of time and compute the average percentage of those that finished. This will give, in spite of variables and unknown quantities, a rough indication of the increase in percentage of graduates today over the percentage that graduated fifty years ago.

During the twelve year period from 1870 to 1882, approximately 2500 pupils enrolled in first grade in the Lansing Public Schools. Exact statistics are not available for this entire period. Records are fragmentary but by filling the gaps with conservative estimates the total amounts to at least 2500. Probably 2700 or 2800 would be a nearer estimate, but with 2500 entering the system at the bottom from 1870 to 1882, and 179 emerging at the top from 1882 to 1894

gives an average of seven percent that made the twelfth grade during this period. This means that over ninety per cent of those entering first grade from 1870 to 1882 fell by the wayside.

Quite a different situation is found to exist concerning those that enrolled in the first grade from 1918 to 1930. During this period approximately 16,900 enrolled in the first grade. From 1930 to 1942, the number of graduates from the high school was 10,198 ranging from 580 in 1931 to 915 in 1942. This gives an average of over sixty percent that finished high school over a twelve year period; about forty percent failed to finish twelfth grade.

This great increase in percentage of children completing the twelfth grade over an equal period fifty years previous may be attributed to various factors. One that has contributed much to such a result has been the growing feeling of the importance of education as a means of success. Modern life has become so complex and technical that its more desirable goals are out of reach of those lacking the essential training and equipment. Along with this need of a widening field of education has come the liberalizing and expansion of the school curriculum. Courses of study have been expanded to meet a wider differential in interests and abilities and a wider range of vocational needs. Other important factors contributing to prolongation of school life have been the compulsory school laws and labor laws and their better enforcement through more efficient and systematic methods of Child Accounting.

Comparison of enrollments and promotions during the past decade or more reveals that during this period the first grade enrollments have suffered a gradual decline, while 6A, 9A and 12A promotions have generally increased. For instance, in 1929-30 first grade enrollments were 1573; 6A promotions 1070; 9A promotions, 826; 12A promotions 503. In 1940-41 first grade enrollments were 1195; 6A promotions 1155; 9A promotions 1205; 12A promotions, 981. The drop off in the higher grades is very slight. This situation is in striking contrast to that of fifty years ago when the pupil mortality rate became heavy at the sixth grade and increased until it became appalling at the ninth and tenth grades.

Number that graduated each year from high school from 1872 to 1944:

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1872	First graduation class - number not recorded		
1873	0	3	3
1874	3	3	6
1875	0	2	2
1876	0	5	5
1877	1	1	2
1878	0	0	0
1879	1	8	9
1880	0	4	4
1881	1	5	6
1882	1	8	9
1883	0	6	6

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1884	0	4	4
1885	5	10	15
1886	2	11	13
1887	4	14	18
1888	4	17	21
1889	6	21	27
1890	4	7	11
1891	3	12	15
1892	9	11	20
1893	6	14	20
1894	9	22	31
1895	14	20	34
1896	11	35	46
1897	15	30	45
1898	18	46	64
1899	16	51	67
1900	17	34	51
1901	19	44	63
1902	16	32	48
1903	--	--	59
1904	--	--	53
1905	--	--	58
1906	10	23	43
1907	22	34	56
1908	20	34	54
1909	--	--	51
1910	--	--	55
1911	24	46	70
1912	42	46	88
1913	36	58	94
1914	47	62	109
1915	41	51	92
1916	49	77	126
1917	53	75	128
1918	56	92	148
1919	54	92	146
1920	--	--	187
1921	89	114	203
1922	100	114	214
1923	116	177	293
1924	116	157	273
1925	142	162	304
1926	178	193	371
1927	194	221	415
1928	188	216	404
1929	220	216	436
1930	239	264	503
1931	270	310	580
1932	365	313	678
1933	354	361	715
1934	387	431	818
1935	446	425	871

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1936	427	486	913
1937	402	443	845
1938	434	516	950
1939	453	540	993
1940	455	489	944
1941	465	516	981
1942	416	499	915
1943	410	475	885
1944	386	487	873

A conspicuous feature of this list is the disproportionately small number of boys that graduated from high school during the first forty or fifty years. It was not until 1929 that the number of boys surpassed that of the girls. In 1932 and in 1935 they also attained the lead. However, during the past twenty years the discrepancy between the number of boys and girls has to a great degree disappeared.

Number of pupils that graduated from 6A, 9A, and 12A in each school year from 1924 to 1944: Promotions or graduates for school year ending in June.

<u>Year</u>	<u>6A</u>	<u>9A</u>	<u>12A</u>
1924	757	651	273
1925	766	627	304
1926	806	628	371
1927	1075	773	415
1928	1081	849	404
1929	1003	790	436
1930	1070	826	503
1931	888	944	580
1932	988	896	675
1933	1044	1023	715
1934	950	967	818
1935	1070	1079	871
1936	1116	1194	913
1937	1157	1167	845
1938	1132	1152	950
1939	1165	1182	993
1940	1154	1133	944
1941	1155	1205	981
1942	1064	1093	915
1943	1028	1050	885
1944			873

It is interesting to observe that during the past ten or fifteen years the number of 6A and 9A graduates have been about equal and stationary from year to year while there has been a notable yearly increase in 12A graduates up to 1940. During the past ten years, the total number of junior high school graduates have actually exceeded the number of 6A elementary school promotions by over 200, and the number of high school graduates have been over eighty per cent of the number of junior high school graduates. The increase of 9A graduates over 6A graduates is due to a greater number of tuition pupils who enroll in the junior high schools.

Teachers, Qualifications, Salary Schedules

This chapter starts with the Lansing Public Schools at the beginning of their actual legal existence in 1861. As an aid in sketching the growth of the teaching staff, four complete lists of teachers and salaries at widely spaced intervals is included. The name and salary of the superintendent, name and salary of the principal of the high school, and the entire number of teachers in the school system for each consecutive year after 1868 are also given. This is followed by a brief consideration of teacher qualifications and salary schedules.

In 1861 there were eight teachers in the public schools and three buildings. The First Ward Union School (Cedar Street School) had three teachers. Mr. Wesley Emery was the principal and also the teacher in the higher grades. Miss Louisa Turner was assistant principal and teacher in the middle department and Miss Carrie Limebeck was the teacher in the primary department. Their wages were \$500, \$210 and \$168, respectively.

The Second Ward Union School (Townsend Street School) had four teachers. Mr. A. C. Sargeant served as principal at a salary of \$450 and Mr. C. D. Gregory as assistant principal at a salary of \$350. Miss Foote was teacher in the middle department with a salary of \$225. Miss Emily Nash received \$200 as teacher in the primary department.

The Third Ward School (a private residence, the McGivren house) located on South Cedar Street, a little north of Cedar River, had only one teacher, Sarah McGregor, who taught in the primary department for \$168 per year. There was no principal in this school. It was supervised by the principal of the Second Ward School.

In 1862, the number of teachers was increased to nine. Miss Ellen Washburn was added to the faculty of the First Ward School at a salary of \$168. All other teachers and salaries remained the same as in 1861 except that Mr. Sargeant's and Mr. Gregory's salaries were each raised fifty dollars.

In 1863, the number of teachers remained the same but salaries were advanced slightly. The principal of the First Ward School, Mr. Martin Pork, was raised to \$550 and each of the three other teachers raised to \$250. The salary of the principal of the Second Ward School, Mr. W. P. Syndam, was increased to \$600 and that of the assistant, Miss Marion Carpenter, was raised to \$300. Each of the other two received a \$25 increase. Miss Sarah McGregor's salary as teacher in the Third Ward School remained at \$168. There were ten teachers employed in the school year 1864-65. Salaries remained the same except for the two principals: Mr. Pork's salary was raised to \$650 and Mr. Hurd's salary as principal of Second Ward School was raised to \$750.

Salaries for the following year, 1865-66, remained the same for teachers, but were increased to \$800 for the principals. All teachers were given a two-year contract, and beginning with January, 1866, the salaries of all teachers were increased from \$250 to \$300 and the salaries of the two principals were raised to \$1200 each and that of assistant principals to \$400 each.

This schedule remained for the two years but in 1868 important changes were made both in salaries and in school organization. It will be observed that while the salary of women teachers had increased a little during the past seven years, that of the men teachers or principals had increased quite rapidly. Each of the two men were getting four times the salary of any of the women teachers. This wide difference in the salary schedule between men and women teachers caused some dissatisfaction.

Mr. C. B. Stebbins who was elected to the Board of Education in 1868 was influential in bringing about a reorganization in the structure of the school system and in the salary schedule. He advocated equal pay for equal work, contending that salaries for women teachers should be increased, that they should get the same pay as men for an equal amount and grade of work performed with equal efficiency. The application of this principle, however, worked greatly to the disadvantage of the men and helped the women teachers very little. Instead of bringing the salaries of the women up to the level of the men it did exactly the reverse and entirely eliminated the men from the school system.

In 1868, there was not a man teacher or principal in the Lansing Public Schools except Mr. Gass, the superintendent, who was elected to that position in August, 1868. Three new school buildings had been erected: the first high school building, the Kilbourn Street School, the South Street School, making five buildings including Cedar Street School and Townsend Street School but not including the basement of the First Baptist Church which also was used for school purposes.

Among several important developments affecting teachers and salaries in 1868 was the regrading and reorganization of the school system, erection of the first high school building, and the appointment of the first superintendent. Men principals of the Ward Schools were displaced by women principals at over fifty per cent reduction in salaries. Wages of women teachers were advanced twenty-five to fifty dollars a year.

Salaries for the school year 1869-70 were increased twenty-five dollars per year for regular teachers and fifty dollars for principals and assistant principals. The length of the school year was also reduced from forty-one to forty weeks.

In July, 1870, Mr. Gass resigned as superintendent and Mr. E. V. Brokaw was selected in his place at the same salary, \$1200 plus \$200 as clerk of the Board of Education. It should be stated that all superintendents from 1868 to 1890 served in the double capacity of clerk and superintendent, and received a \$200 stipend for their service as clerk. Until 1879, they also served as teachers and as librarians.

During the decade from 1870 to 1880, the schools passed through some harassing experiences. The post Civil War depression laid a heavy hand upon the schools during the later half of the decade. Teachers' salaries were increased some during the first half only to have the increases more than erased during

the last half. The salary level for 1878-79 was lower than it was in 1870. The superintendent's salary was reduced in 1876 to the 1870 level. In 1872 his salary had been advanced to \$1500. This added expense of a superintendent caused bitter public protests. There were many who disapproved of the reorganization of the school system in 1868 and the establishment of a high school, and the creation of the position of superintendent.

In addition to public criticism the high school students began to revolt against what they felt to be an over-feminization of the school system, especially of the high school. For the first five years, the high school had been staffed entirely with women teachers, including the principal. In April, 1873, the students of the high school petitioned the Board of Education for a "first-class gentleman teacher." This petition was granted by the Board in the employment of Mr. Gleason for the school year 1873-74 as the first man principal of the high school. At the same time, the employment of men principals of the grade schools was resumed. The reintroduction of men teachers into the schools satisfied the pupils, but it failed to stop the rising tide of protest against the increasing burden of school taxes. It was unfortunate, perhaps, that the extra tax levy for a new high school building should have been projected at this particularly difficult time. The public began to demand greater economy in the conduct of the public schools. It insisted especially on the elimination from the school system of the position of superintendent. On June 3, 1878, the following petition, signed by 120 citizens, many of them very prominent, was presented to the Board of Education of the City of Lansing: "We, the undersigned taxpayers and citizens of Lansing, believing our school taxes are unnecessarily large, and that many useless expenses are maintained in our schools, do hereby petition your honorable body to dispense with the services of Superintendent of Schools, making the principals of the high school and ward schools directly responsible to the Board of Education of the respective schools in their charge."

Because the petition represents the sentiment of a very influential body of citizens of that day asking for the abolition of the key position in the Lansing Public Schools, it seems desirable to give the main reasons why the Board of Education did not yield to this petition. On June 26, 1878, the Board of Education, through its Committee on Teachers, made the following answer: "The Committee thinks our city schools should have a superintendent. (1) A thorough organization, in general and detail, is indispensable to the highest success of a graded school. No man, company, or corporation would, for a moment, think of conducting a business involving such high interests and requiring such large amounts of money as the Public Schools without a perfect organization and an experienced competent head to supervise its affairs; (2) The duties of the superintendent are varied and often of a difficult and delicate nature: He must secure uniformity of aims and work in the schools, execute the orders of the Board of Education, and transact the business between the schools and their patrons; he must visit the schools, observe the methods of instruction and discipline, commend the good and correct the pernicious, help the inexperienced teacher by wise counsel and instruction, prepare and distribute blanks from which to secure the necessary data for monthly and annual reports. He is required to take charge of the distribution of supplies, to supervise janitors, take care of

school property, to supervise the examination of pupils and their promotion - a difficult task calling for intelligence and judgment of the highest order; (3) While there may be, to a certain extent, a public demand for the abolition of the office of superintendent it must not be forgotten that there is also a strong public sentiment, less demonstrative perhaps, but none the less strong and worthy of consideration, in favor of retaining this office, and keeping it worthily filled, as indispensable to the success of our schools; (4) Our city cannot afford to do it. The reputation that would follow would be a serious blow to our standing and prosperity. It would alienate citizens, drive away capital, and an important class of citizens who will not willingly surrender the boon of affording their children suitable facilities for acquiring an education by taking up their abode and investing their money in a community hostile to ample educational facilities."

"Whereas the school laws of the City of Lansing demand that this Board shall appoint a superintendent

Therefore, Resolved that we deem it inexpedient to abolish said office."--

Wesley Emery, Charles W. Butler, Henry Gibbs, E. W. Dart, A. P. Wolcott--
Committee on Teachers.

Although the Board of Education retained the office of superintendent, it cut his salary to \$1000 plus \$200 for serving as clerk of the Board. Teachers' wages were reduced and some subjects were eliminated from the curriculum.

To better visualize the growth of the school system in number of schools, teachers, and salary increases, a complete list of teachers and salaries is given at approximately twenty-five year intervals beginning with the school year 1868-69 in which the first superintendent was hired and the first high school building was erected. The second list is for the school year 1893-94, the third for 1917-18 and the last for 1943-44.

Teachers and salaries in the Lansing Public Schools for the school year 1868-69:

<u>Name of Teacher</u>	<u>Position Held</u>	<u>Salary</u>
Benjamin R. Gass	Superintendent (including \$200 for service as clerk)	\$1400
<u>High School</u>		
Miss Robinson	Principal	550
Miss Louisa Pierson	Asst. Principal	450
<u>First Ward School (Cedar Street School)</u>		
Miss Gertrude Howe	Principal	450
Miss Louisa Carpenter	Asst. Principal	400
Miss Carrie Purdy	Secondary Department	300
Miss Louisa Gibson	Primary Department	300

<u>Name of Teacher</u>	<u>Position Held</u>	<u>Salary</u>
<u>Second Ward School (Townsend Street School)</u>		
Miss Louise Jones	Principal	\$ 450
Miss Julia Farroud	Asst. Principal	400
Miss Hattie Hobert	Secondary Department	300
Miss Julia Green	Primary	300
<u>Third Ward School (South Street)</u>		
Miss Emily Kilbourn	Prin. - Primary Dept.	300
<u>Fourth Ward School (Kilbourn St.)</u>		
Miss Augusta Finch	Prin. - Secondary Dept.	300
Miss Marie Buckland	Asst. Principal	300
<u>Basement Baptist Church</u>		
Miss Barker	Primary	300

The following list is for the school year 1893-94 as submitted by the teachers committee April 4, 1893:

Charles O. Hoyt	Superintendent	\$1700
<u>High School</u>		
Walter M. Wheeler	Principal (Geometry)	1200
Libbie MacNeil	Asst. Principal	700
Ida M. Robins	German & Grammar	600
Edith E. Atkins	Latin & Greek	600
L. A. Sloan	English	625
Lizzie E. Young	Physical Geography	625
Ida A. Lamb	English	600
Charles E. Everett	Science	600
J. B. Phillips	Arithmetic, Civil Govt.	600
<u>Grammar Grades in High School Building</u>		
Alice Carrier	Eighth grade	425
Jessie M. Holt	Eighth grade	425
Mrs. Roxie Selden	Sixth & Seventh grades	425
Sallie M. Barker	Fifth grade	400
<u>Primary Grades in High School Building</u>		
May Williams	Fourth grade	350
Zade B. Spencer	Third grade	350
Mrs. W. J. Francisco	Second grade	375
Lizzie H. Trefrey	First grade	425
<u>Cedar Street School</u>		
Alice M. Wolcott	Sixth & Seventh grades	425
Bertha Talcott	Fifth grade	400
Winifred Ware	Fourth grade	350
Nellie Roth	Third grade	350
May McKibbin	Second grade	375
Rectina Woodford	First grade & Principal	500

<u>Name of Teacher</u>	<u>Position Held</u>	<u>Salary</u>
<u>Townsend Street School</u>		
Edna Waldo	Seventh grade	\$ 425
Nellie Jordan	Seventh grade	400
Jessie Dobson	Fifth & Sixth grades	425
Hannah McHenry	Third & Fourth grades	375
Jennie Tibbits	First grade & Principal	500
<u>Kalamazoo Street School</u>		
Mrs. A. D. Hickey	Sixth grade & Principal	500
Effie Burch	Fifth grade	400
Bessie Gunnison	Fourth grade	350
Bell Waldo	Third grade	350
Irma Tubbs	Second grade	375
Mrs. G. A. Hasty	First grade	425
<u>Michigan Avenue School</u>		
Minnie S. Kellum	Third & Fourth grades & Prin.	400
Florence C. Fox	First & Second grades	400
<u>Walnut Street School</u>		
Antoinette Robson	Eighth grade	425
Lettie Foster	Sixth & Seventh grades	425
Ida M. Huston	Fourth & Fifth grades	400
Kate Ryan	Third & Fourth grades	375
Mable Sears	Second grade	375
Mary F. Shaffer	First grade & Principal	500
<u>Larch Street School</u>		
Julia E. Jordan	Eighth grade	425
Franc Blackman	Sixth & Seventh grades	400
Eva Green	Fifth & Sixth grades	425
Flora Wolf	Third & Fourth grades	350
May Kitter	Second grade	375
Emma Kilbourn	First grade & Principal	500
<u>Leshner Place School (Oak Park)</u>		
Carrie Kilbourn	Third & Fourth grades & Prin.	400
Corinna Gleason	First & Second grades	400
<u>Bingham Street School</u>		
Hattie May	Third & Fourth grades & Prin.	400
Cora Hoes	First & Second grades	400
<u>South Street School</u>		
Mac A. Mansfield	Sixth & Seventh grades	400
Alice Lyon	Fourth & Fifth grades	400
Lulu Conn	Second & Third grades	350
Ida Ewer	First grade & Principal	450
<u>Cherry Street School</u>		
Bessie Stephenson	First & Second grades	400
Miss Winifred Clark	Teacher of Music	500

Teaching staff for the school year 1917-18 taken from the Directory of the Public Schools of Lansing, published yearly since 1904 by the Board of Education.

J. W. Sexton	Superintendent	\$ 3000
Alice M. Wagenvoord	Primary Supervisor	1200
Helen Canfield	Supervisor of Drawing	1100
Pearl Palmer	Asst. Sup'r of Drawing	800
<u>Manual Training</u>		
Bell Morrison	Sup'r and H.S. Shop	1100
Nina Shotwell	Teacher of shop at Christianity	750
Gertrude Hunt	Teacher of shop at East Park	675
Jane Rathbun	Teacher of shop at Michigan Ave.	675
<u>Domestic Art and Science</u>		
Ruth Brusselback		750
Ava Gene Garner		675
Irma Hawley	Domestic Science at Genesee	700
Mary S. Shafer	Domestic Science at East Park	675
Cydna Free	Half-time	250
<u>Music</u>		
John W. Stevens	Director	1500
Elva Trickey	Assistant Director	750
<u>Open Air at Genesee St. School</u>		
Miss Lowell Walsh		850
Rose Reynolds		650
Irene Cooper		200
<u>Oral School for Deaf--Michigan Ave. School</u>		
Marcia Heath		1050
<u>High School</u>		
B. F. Brown	Principal	2000
Emma Lott	Asst. Principal	1350
Charles LeFurge	Commercial	1600
Agnes Perrott	Asst. Commercial	800
Lita Allen	Asst. Commercial	650
Katherine Sweitzer	Asst. Commercial	750
Mary Derby	English	1250
Carolene Fox	English	850
Maud Hagle	English	850
Laura Julian	English	750
Margaret Pratt	English	750
Mary Rubert	English	700
Mary Tunnison	English	850
Elsie Seitz	English	925
Innez Crill	English & History	875
Ida A. Lamb	German & French	975
Etta R. Wilbur	German	975
Helen Bissinger	German & Latin	725
H. B. McKale	History & Coach	1500
Marion E. Hall	History	1200

Nina E. Bristol
 Inez E. Cole
 Nellie McCormick
 H. E. Gardner
 C. S. Bailey
 Leora Chapin
 Wilhelmina Schmidt
 E. J. Shassberger
 Harold E. Spross
 R. Veda Wykoff
 W. J. Trachsel
 Etta Crilly
 J. H. Jensen
 Laura Ammerman
 E. M. Hall
 Orrin E. Powell

Latin	\$ 975
Latin	950
Latin	950
Mathematics	1600
Mathematics	1200
Mathematics	950
Mathematics	850
Mathematics & Coach	1450
Mathematics	1000
Mathematics	900
Chemistry	1500
Natural Sciences	975
Physics	1300
Physiography	950
Vocational	1500
Vocational	1200

Allen Street School

Effie Kellum

Lane Elliott
 H. Thurtell Johrans
 Willow Wood
 Mabel Richardson
 Esther Straight
 Ruth Warren
 Elizabeth McCash
 Maud Allen
 Minnie Coon
 Nina Struble
 Ethel Snyder
 Eva Aslett

Seventh & Eighth grades	
Principal	930
Seventh & Eighth grades	750
Seventh & Eighth grades	750
Sixth grade	750
Fifth & Sixth grades	750
Fifth grade	650
Fourth grade	650
Third & Fourth grade	750
Third grade	600
Second grade	700
First & Second grade	700
First grade	750
Kindergarten	750

Bingham Street School

Jessica Foster
 Lillian Ingerson
 Nellie Campbell
 Laura Soulpson
 Winifred Barnes
 Fern Greenwald
 Margaret Moon
 Vera Parkill
 Jessie Murdock
 Edith Agler
 Vera Hutchinson

Eighth grade & Principal	910
Seventh grade	750
Sixth grade	700
Fifth grade	600
Fourth grade	600
Third grade	650
Second grade	550
First & Second grade	750
First grade	750
Cadet teacher	250
Kindergarten	600

Cedar Street School

Hanna McHenry
 Minnie Habel
 Blanche Dill
 Dorothy McQuellan
 Etta Schaller
 Anne Shea
 Miriam Parkill
 Cora Lindow
 Frances Carpenter
 Louise Call

Eighth grade & Principal	910
Seventh grade	750
Sixth grade	750
Fifth grade	600
Fourth grade	500
Fourth grade	650
Third grade	500
Second grade	750
First & Second grade	600
First grade	700

Cherry Street School

Inez Halladay	Fifth and Sixth grades	\$ 750
Florence Keek	Third and Fourth grades	550
Ethel Davis	Second & Third & Principal	860
Agnes Shanahan	First grade	750
Elizabeth Lee	Kindergarten	675

Christiancy School

Nellie Holt	Seventh & Eighth grades	750
Grace Johnson	Seventh & Eighth grades	750
Edna Balderson	Sixth grade	750
Gertrude Ryan	Fifth grade	750
Vera Goss	Fourth grade	750
Lucile Towner	Third & Fourth grades	550
Blanche Friedman	Third grade	750
Faye Miller	Second & Third grades	600
Mary L. Brown	Second grade	750
Luella Boosinger	First & Principal	930
Myrtle Tyler	First grade	750
Madeliene Reynolds	Kindergarten	650
Lela Lawrence	Cadet teacher	250

East Park School

Mary Curphey	Seventh & Eighth grades	750
Lester Mack	Seventh & Eighth grades & G.S.A. Coach	1050
Lucile Winters	Seventh & Eighth grades	500
Lucile Wiedenhoef	Sixth & Seventh grades	650
Clara Marion	Sixth & Principal	920
Lela Wilcox	Fourth grade	650
Neva Slade	Third grade	700
Cora Shafer	Fifth grade	750
Eva Arnold	Second grade	600
Orda Spink	First & Second grade	650
Florence Goodhue	First grade	750
Irene Cole	Kindergarten	750

Foster Avenue School

Marion Lang	Sixth & Principal	900
Ada Packer	Fifth grade	750
Eunice Primean	Fourth grade	650
Lora Gates	Third grade	550
Adeline Cheney	Second & Third grades	600
Grace Toffan	Second grade	650
Jessie Hunter	First grade	750
Enid Harger	First grade	750
Rena Raven	Kindergarten	600

Franklin Avenue School

Caroline Webber	Sixth grade	750
Mary Sweeney	Fifth grade	750
Lorena Goodrich	Fourth grade	750
Loyola Meder	Third grade	750
Addie Evans	Second & Third grades	750
Halla Cook	Second & Principal	910

Franklin Avenue School (con'd)

Irene Southard	First grade	\$ 650
Mrs. W. O. Shafer	First grade	700
Cornelia Boer	Kindergarten	700

Genesee Street School

Jennie Leisenring	Seventh & Eighth grades & Principal	920
Carolyn Simons	Seventh & Eighth grades	750
Mattie Hunt	Seventh & Eighth grades	750
Marie Dell	Sixth grade	750
Elsie Tuenis	Fifth grade	650
Blanch Bennett	Fourth grade	750
Crissie Miller	Third grade	700
Edna Jones	Second grade	750
Francis Squires	First grade	750
Gladys Ellison	Kindergarten	650

Kalamazoo Street School

Martha Dolan	Seventh & Eighth grades & Principal	920
Sylvia Miller	Seventh & Eighth grades	700
Mamie Todd	Seventh & Eighth grades	750
Lulu Robertson	Sixth grade	750
Cornelia Wardwell	Fifth & Sixth grades	750
Julia Murden	Fourth & Fifth grades	750
Henrietta Betz	Fourth grade	750
Eva Adams	Third grade	500
Kathleen Short	Second grade	675
Yoland Taylor	Second grade	600
Lela Monks	First grade	750
Waive Troy	Kindergarten	800
Estelle Minske	Kindergarten	500
Constance Loveday	Cadet teacher	250

Larch Street School

Lydia Weber	Seventh & Eighth grades & Principal	790
May Williams	Seventh & Eighth grades	750
Anne Corcoran	Seventh & Eighth grades	750
Mabelle Catelle	Sixth grade	750
Ella Wakefield	Fifth grade	750
Lela Alward	Fourth grade	750
Ethel Bartow	Third grade	700
Marie Dieterle	Second grade	700
Doris Howard	First grade	500

Logan Street School

Caroline Bray	Sixth grade	750
Elsie Crabtree	Fifth grade	700
Mearl Palmer	Fourth grade	675
Agnes Dunnigan	Third grade	750
Hazel Eastman	Second & Third grades	550
Delia Corey	Second grade	750
Marion Hausen	First grade	750
May McKibben	First & Principal	900
Lucile Lott	Kindergarten	550
Olga Reutter	Cadet teacher	250

Michigan Avenue School

May Wagner

Rosamund Backus
 Jessie Turner
 May Brewster
 Barbara Scattergood
 Helen Petrie
 Inez Tallmage
 Anna Backus
 Marie Spaulding
 Harriet Meeker
 Jessie May

Seventh & Eighth grades & Principal	\$ 920
Seventh & Eighth grades	750
Seventh & Eighth grades	650
Sixth grade	750
Fifth grade	750
Fourth grade	500
Third & Fourth grades	675
Third grade	750
Second grade	650
First grade	750
Kindergarten	750

Moore's Park School

Zella Kimmel
 Harriet Pratt
 Lillian Itsell
 May Curren
 Arvilla Cormick
 Marie Seger
 Vera Davis
 Dana Pierce
 Lena Munn
 Cynthia Jones

Seventh & Eighth grades	750
Seventh & Eighth grades	750
Sixth & Principal	910
Fifth grade	600
Fourth grade	750
Third grade	550
Second grade	650
First & Second grades	650
First grade	750
Kindergarten	600

Townsend Street School

Maud Barber

Murryne McCrossen
 Mabelle Seelye
 Harriet Kinney
 Elizabeth Neasmith
 Gertrude Clark
 Isabel Hasty

Seventh & Eighth & Principal	870
Seventh & Eighth grades	625
Seventh & Eighth grades	750
Sixth grade	750
Fourth & Fifth grades	750
Second & Third grades	750
First & Second grades	750

Walnut Street School

Beatrice Hunt
 Helen Launstein
 Mae Mayer
 Mable Harlshorn
 Doris Knapp
 Isabella Hamilton
 Helen Hart
 Grace Ackerman
 Mabel Main
 Mary F. Shafer
 Ruth McKinney

Seventh & Eighth grades	750
Seventh & Eighth grades	550
Seventh & Eighth grades	750
Sixth grade	750
Fifth grade	600
Fourth grade	750
Third grade	675
Second grade	750
First grade	750
First & Principal	910
Kindergarten	500

Warner Street School

Nina Iverson
 Elsie Benjamin
 Mary McKian
 Amy Barringer

Fourth & Fifth grades	750
Third & Fourth grades	750
Second & Third grades	675
First & Principal	850

Salaries for teaching staff of the Lansing Public Schools for 1943-44:

Dr. J. W. Sexton	Superintendent	\$ 7800
Alice M. Wagenvoord	Asst. Superintendent	4950
Opal Lewton	Kdg. & Primary Supervisor	3900
Katherine Smith	Art Supervisor	3250
Grace Rinard	Home Economics Supervisor	2600
Florence Banhagel	Acting Phys. Ed. Supervisor	2500
Edgar Roper	Industrial Arts Supervisor	3500
Pauline Austin	Music Supervisor	2700
J. B. Munson	Supervisor of Guidance & Placement	3000
Prudence L. Brown	Speech Correctionist	2300
F. C. Aldinger	Tests & Measurements Sup.	3500
<u>J. W. Sexton High School</u>		
Christian H. Roosenraad	Principal	4400
Deane Burnham	Assistant Principal	3300
Elizabeth Lawry	Act. Asst. Principal	2500
Lulu Smith	Art	2300
Harry Strait	Commercial	3200
Howard McCurdy	Commercial	2919
Katherine Minshall	Commercial	2200
B. F. Braidwood	Commercial	2657
Edith Johnson	Commercial	2254
F. D. McCaskey	Commercial	2350
Elizabeth Musselman	Commercial	2000
Magdalen Niswonger	Commercial	1950
Elsie Fee	English	2400
Elizabeth Molitor	English	2549
Grace Miller	English	2200
Lois Frazier	English	2450
Viola Straub	English	2580
Marguerite McConnell	English	2200
Dorothy Johnson	English	1800
Vieta Voght	French	2347
Nellie McCormick	Latin	2450
Leila Earl	Latin	1800
Deward Clark	Spanish	2300
Ruth Russel	Home Economics	2450
Margaret Zachariah	Home Economics	2235
Charles Snell	Industrial Arts	3127
Raymond Tuttle	Industrial Arts	3000
Herbert Cigard	Industrial Arts	3041
Robert Bell	Mathematics	2802
Hazel Taylor	Mathematics	2450
Gertrude Benson	Mathematics	2200
Hazel Miller	Mathematics	2600
Russell Switzer	Music	3050
Alan Bovard	Physical Education	2900
Howard Gleason	Physical Education	2887
Robert Campbell	Physical Education	2400
Anna M. Anderson	Physical Education	1900
Ruby Kruse	Physical Education	1600
Morris Green	Public Speaking	2876

W. J. Trachsel	Science	3200
Etta Crilly	Science	2606
J. O. Peterson	Science	2790
E. E. Devereaux	Science	2790
Gerald Ritchey	Science	2900
Theral Herrick	Social Studies	2300
Jennie Johnson	Social Studies	2589
Laura Millar	Social Studies	2450
Harold Lantz	Social Studies	2702
Earl McDonald	Social Studies	2600
Frances Burns	Social Studies	1850
<u>Eastern High School</u>		
Dwight H. Rich	Principal	4912
Bettie Holland	Art	2050
R. B. Peterman	Commercial	3200
Nelson Van Liere	Commercial	2790
Esther Cline	Commercial	2550
Verna Gunnison	Commercial	2253
Leila Reynolds	Commercial	2450
Florence Somerton	Commercial	2260
Margaret Willman	Commercial	2200
Helen Walter	Commercial	2200
Wayne Edgerton	Commercial	2400
Doris B. Bigelow	Commercial	2000
Mildred Toogood	English	2700
Helen Benjamin	English	2280
Aleath M. Garrity	English	2550
Nellie E. Grohe	English	2347
Margaret Winters	English	2200
Marie Geddes	English	2100
Geraldine Budde	English	2000
Dorothy Struck	English	2200
Kathryn Myers	English	1950
Elsa Richards	English	2050
Mabel Fiske	English	1800
William D. Sage	French	2791
Irma Smith	Latin	2450
Mabel Wood	Latin	2200
William B. Anderson	Spanish	2627
Bernice Vollmer	Home Economics	
Leona Seyfred	Home Economics	1700
Alice German	Home Economics	1900
Leora Horning	Home Economics	2000
John Suchovsky	Industrial Arts	2400
Orville Flory	Industrial Arts	2790
Kenneth Clark	Industrial Arts	2600
Alma Williams	Industrial Arts	2600
William C. Spitler	Industrial Arts	2400
Jake K. Burnham	Mathematics	3040
Maynard Morrison	Mathematics	2600
Don Wheeler	Mathematics	3100
Robert Lott	Mathematics	2300
William McIntire	Music	3051
R. A. Winston	Physical Education	2924

Raymond Altenhof	Physical Education	\$ 2600
Ellma Rossow	Physical Education	1800
Therman Harris	Public Speaking	2800
M. A. Leach	Science	3200
H. C. Lange	Science	2950
M. P. Douglas	Science	2300
Hyrtil Feeman	Science	2900
Patricia Rust	Science	1900
G. E. Chadwick	Social Studies	2850
A. Lora Knevels	Social Studies	2400
Russell Gilson	Social Studies	2709
Gracia Sexton	Social Studies	2347
John Brisbin	Social Studies	2400
Bernard McCann	Social Studies	2600
Otto Grein	Social Studies	2400
<u>Technical High School</u>		
Maurice H. Pancost	Principal	4500
Gregory G. Robinson	Asst. Principal	3300
Elmer Keith	English	2790
Sarah Holmes	Part-time Continuation	2400
Rachel Grinnell	Retail Sales Coordinator	2400
Cecil H. Nickel	Physical Education	2400
Oscal Hellberg	Auto Mechanics	2400
Edward Eva	Drafting	2900
John Kowatch	Electrical Shop	2850
George Kieppe	Machine Shop	2719
Frank C. Perne	Machine Shop	2400
William C. Butts	Pattern Shop	2700
E. L. Courtney	Printing	3016
Lester Maile	Related Mathematics	2300
E. M. Hall	Related Mathematics	3200
<u>Pattengill Junior High School</u>		
H. B. McKale	Principal	4300
Anna Brewer	Assistant Principal	2875
Marie Myers	Art	2450
Harry Swan	Art	2750
Henry Noble	Commercial	2300
Valdis Hendricks	Commercial	1800
Anne Corcoran	English	2600
Margret Stewart	English	2450
Evah Crow	English	2397
Bersie Gill	English	2232
Elizabeth Harding	English	2200
Alice Wells	English	1850
Albertha Panhorst	English	2000
Hazel Crocker	English	1600
Helen Olmstead	English	1700
Louise Mumbrue	English	2000
Betsy Bowen	English	1750
Evelyn Buck	Latin	2291
Julia Murden	Home Economics	2400
Ellen Thompson	Home Economics	2400
Borghild Strom	Home Economics	2000

Vern Williams	Industrial Arts	\$ 2746
Dean Worden	Industrial Arts	2600
Harold Norton	Industrial Arts	2600
Dwight Finger	Industrial Arts	2840
Mildred Seymour	Mathematics	2398
Verna Hagen	Mathematics	2050
Marion Conrad	Mathematics	1850
Bernard Ansley	Mathematics	2597
Margaret MacDougall	Mathematics	1900
Theron Ingersoll	Mathematics	2790
Gladys Wilttrout	Music	2380
Harold Harvey	Music (1/2 time)	1300
Walter C. Jenvey	Music	2500
Joe Beyers	Physical Education	2853
Ernest Mary	Physical Education	2100
Bonita Croshaw	Physical Education	2000
Clarabelle Lee	Physical Education	1700
Carl Dalrymple	Science	2991
George Beckwith	Science	2767
George Braun	Science	2685
Elmer Corey	Science	2685
Jessie Turner	Social Studies	2600
R. B. Engle	Social Studies	2850
Arlene Matelski	Social Studies	
Lorna Metcalf	Social Studies	2600
Jane Whittle	Social Studies	2100
Sophia Van Kuiken	Social Studies	1850
Clyde Proctor	Social Studies	2000
Elizabeth Brunson	Social Studies	1650
<u>Walter French Junior High School</u>		
J. W. Slaughter	Principal	4300
Emilie Wood	Assistant Principal	2866
Sara Jane Venable	Art	2100
Earl Younglove	Commercial	2853
Mary Amspacker	Commercial	1600
Helen Chambers	English	2450
George Holt	English	1900
Mona Niblett	English	1900
Lela Arnell	English	1800
Naomi Greifer	English	1600
Frances Link	English	2150
Mary LaSalle	Home Economics	2450
Hester Clark	Home Economics	2370
Doretha Edmonds	Home Economics	2200
E. C. Moe	Industrial Arts	3001
Everet Race	Industrial Arts	2790
Meinte Schuurmans	Industrial Arts	2600
Lyle Hulbert	Industrial Arts	2300
William Cardew	Mathematics	2840
Leah Shankland	Mathematics	2371
Genevieve Riley	Mathematics	2600
Gwendolen Miller	Music	1900
Allan Knoll	Music	2200

Frank Beck	Physical Education	\$ 2550
Nina Ann Lawrence	Physical Education	2000
Frances French	Physical Education	1850
Gilson Pearsall	Physical Education	2200
Lon Bolster	Science	2992
Clyde Exelby	Science	2802
Russell Wheeler	Science	2100
Ronald Hohenstein	Social Studies	2300
Charles Sedgman	Social Studies	2600
Catherine Dettling	Social Studies	2179
Helen Evans	Social Studies	1900
<u>West Junior High School</u>		
H. E. Gardner	Principal	4300
Okal Davies	Asst. Principal	2675
Erna Hassell	Art	1750
Warren Hosmer	Art	2790
C. E. Mosher	Commercial	3160
W. C. Steele	Commercial	2876
Helen Lowell	English	2600
Lulu Robertson	English	2450
Ella Cowles	English	2150
Marcia Detloff	English	1950
Dorothy Hughes	English	2150
Marjorie Ludwig	English	2150
Lee Robb	English	2200
Gretchen Doelle	English	2300
Dorothy Wiggins	English	2000
Margaret Sturr	English	1900
Laurena Beedle	English	1900
Mary Gould	Latin	2347
Irene Maier	Home Economics	1850
Charlotte Benge	Home Economics	1800
Ann Heatherington	Home Economics	1800
Cecil Randall	Industrial Arts	3124
Otto Slade	Industrial Arts	2640
Thomas Stanaway	Industrial Arts	2840
Elmer Wilson	Industrial Arts	2350
Alta Speers	Mathematics	2635
Rosamond Backus	Mathematics	2450
Dietrich Masten	Mathematics	2789
Ima Sheldon	Mathematics	2200
A. E. Johnson	Mathematics	2850
Ivan Bentley	Mathematics	2300
Camille Hammerberg	Mathematics	2332
G. W. Chambers	Music	3200
Josephine Muilenburg	Music	2600
Josephine Marsh	Music	2511
George Howard	Physical Education	2850
Hilda Stuart	Physical Education	1800
Notier VanderMeulen	Physical Education	2790
Mabel Fry	Physical Education	1800
Martin Moore	Science	3200
Lewis Clark	Science	2400
Grace Lobdell	Science	1800
R. L. Abbott	Science	2600

Harold Jacobson	Social Studies	\$ 2778
Royal Creitz	Social Studies	2790
Sewell Henry	Social Studies	2400
Grace O'Brien	Social Studies	1950
Ethelyn Foote	Social Studies	2200
Johanna Schafer	Social Studies	1800

Allen Street School

Hilda Menger	Principal	2816
Kathryn Chrouch	6A	2150
Orpha VerPlanck	6B	1800
Frances Jackstis	6B-5A	1550
Elma House	5B	1500
Bertha Miller	5B-4A	2300
Bessie Eaton	4A-B	1650
Florence Rosenow	4B-3A	1600
Mary Chappell	3A-B	1500
Maxine Campbell	3B-2A	1800
Naomi Gee	2A-B	1600
Virginia McCauley	2B	1650
Myrth Mosier	2B-1A	1950
Ruth Wearne	1B	1650
Ellen Nikula	1B	2200
Louisa Atherton	Kindergarten	1600
Mary Maynard	Kindergarten	1500
Ruth McCullough	Remedial	2200
Norda Renwick	Remedial	1700
Johanna VanderVen	Remedial	2200
Marvin Beekman	Intermediate	2650

Barnes Avenue School

Inez E. Halladay	Principal & 6A-B	2816
Helen Schroeder	6A-B	1700
Iva Knisley	5A-B	1850
Ethel Clemens	4A-B	2050
Evelyn Baker	4B-3A	2000
Dorrene Conklin	3A-B	1900
Clara Schroen	3B-2A	2200
Ruth Butts	2B	2200
Helen Juntunen	1A-B	1650
Avice Penner	1B	1850
Agnes Good	Kindergarten	2000
Beulah Paton	Kindergarten	1958
Edith Smith	Remedial	1800

Bingham Street School

Grace Ackerman	Principal & 6A-B	2866
Florence Heiney	6A-B	2350
Karla Montague	5A-4A	1500
Mary Nelson	4B-3A-B	2200
Mary Felter	3B-2A-B	1450
Della Reed	Kindergarten	

Cedar Street School

Georgia Doerr	Principal & 6A-B	\$ 2816
Bernice Dawson	6A-B	2200
Irene Boyles	5A-B	2150
Lorene Jagger	4A-B	1750
Mary Hanna	3A-B-2A	1999
Velma Deeg	2B-1A	2200
Jean Bartlett	1B	2000
Marion Larson	Kindergarten	1700
Helena Norton	Special Room	1800

Christiancy Street School

Margaret Knapp	Principal & 6A-B	2400
Leola Otis	6A-B	2200
Pearl Deuel	5A-B	2200
Julia Martens	4A-B	2200
Bernice Luke	3A-B	2000
Mildred Seeyle	3B-2A	2230
Lulu Thomas	2B	2000
Marion Rydt	1A-B	1650
June Pacholka	1B	1400
Jeannette Stall	Kindergarten	1450

Foster Avenue School

Ethel Davis	Principal	2900
Eloise Backus	6A-B	1950
Thelma Olson	6B-5A	2198
Grace Rimmer	5B	2200
Dorothy Kleis	4A-B	1750
Sylvia Kitinoja	4B-3A	1700
Eleanor Taylor	3A-B	1650
Marie Knisely	3B-2A	1900
Lena Gould	2A-B	2111
Christine Nichol	2B-1A	1650
Margaret Fountain	1B	1650
Ruth Selleck	1B	1850
Dorothy Johnson	Kindergarten	1600
Alice Davidson	Kindergarten	1550
Lorraine Brandon	Remedial	1850
Meredith McLean	Remedial	1950
Doris Hurlbut	Special	1900

Genesee Street School

Ann Plambeck	Principal & 6A-B	2700
Ruth Bourns	6A-B	1800
Ruth Norton	5A-B	1900
Henrietta VanderVen	4A-B-3A	2200
Martha Newbrough	3B-2A	1800
Gertrude Teusink	2B-1A	1600
Marjorie Good	1B	1600
Agnes Howard	Kindergarten	1850

Grand River Avenue School

Helen Sorenson	Principal & 5B-4A	2400
Myrtle Shivley	5B-4A	1800
Myrtie Smith	4B	1928

Elsie Ransford	3A-B	\$ 1700
Beverly McCarthy	3B-2A-B	1400
Jean Leatherman	2B-1A	1550
Gladys Lynn	1B	1650
Edith Lowry	Kindergarten	
<u>High Street School</u>		
Mildred Anderson	Principal & 6A	2400
Myrtle Shivley	6A	1800
(Grand River)		
Dorothy Hensel	6B	2148
Angela Pazenski	5A-B	1750
Rose Hubbel	5B-4A	2248
Elsie Smith	4B	2219
Ella Clabuesch	3A-B	1700
May Stephens	2A-B	1800
Pearl Abraham	2B-1A	1800
Myra Watson	1B	1500
Coral Lowry	Kindergarten	2000
Helen Richardson	Remedial	2200
Mildred Field	Special	2100
<u>Holmes Street School</u>		
Adeline Welte	Principal & 6A-B	2900
Florence Heiney (Bingham)	6A-B	2350
Delia Shea	5A-B	2300
Vanda Robertson	4A-B	1850
Beatrice Straw	4B-3A	1850
Florence Teddy	3B	1800
Clara Hall	2A-B	1800
Mildred Johnson	2B	1550
Dorothy Boussum	1A-B	1650
Harriette Brien	1B	2200
Elsie Trachsel	Kindergarten	1950
Charlotte Stockham	Special	2100
<u>Kalamazoo Street School</u>		
Nina Struble	Principal & 6A-B	2864
Esther Paris	6A-B	1600
Josephine Townsend	6B-5A	2269
Esther Moberg	5B	1750
June Page	4A-B	1800
Anne Shea	4B-3A	2300
Doris Gee	3B	1750
Gertrude VanderWall	3B-2A	1550
Barbara Coulter	2B	1400
Hazel Master	2B-1A	1600
Ella Schelke	1B	2150
Armida Stewart	1B	1950
Vera Hutchinson	Kindergarten	2502
Beulah Paton (Barnes)	Kindergarten	1958
Eugenia Gillikin	Room for Deaf	1950
Muriel Covert	Special	1750

Larch Street School

Irene Martin	Principal & 6A-B-5A	\$ 2404
Pauline Hartvigh (Oak Park)	6A-B-5A	1750
Merle LaCount	5B-4A-B	1800
Marguerite Hertel	3A-B	1900
Nellie Mills	2A-B	1650
Dana Pierce	1A-B	2350
Mary L. Peacock	Kindergarten	1500

Lincoln School

Nell Bloodgood	Principal	2400
Thelma Peck	6A-B-5A	2200
Marguerite Loyselle	5A-B-4A	1900
Lleva Stanlake	4B-3A-B	1800
Jane Lange	3B-2A-B	1650
Bertha Barkenbus	1A-B	2200
Dorothy Manthei	Kindergarten	2058

Main Street School

Evelyn Anderson	Principal & 6A-B	2400
Esther Paris (Kalamazoo)	6A-B	1600
Irene Hurla	5A-B	1750
Dorothy Allanson	4A-B	1650
Granella Smith	3A-B	1950
Dorothy Grill	2A-B	1700
Miriam Boucher	1A-B	1750
Ella M. Crandall	Kindergarten	1550

Maplewood School

Edna Balderson	Principal & 6A-B	2762
Leola Otis (Christianity)	6A-B	2200
Mary Harvey	5A-B	1600
Ruth Fournier	6B-4A	1950
Genevieve Warren	4B	2200
Bernadine Hoffman	3A-B	1550
Eugenia Burrett	3B-2A	1550
Marion Cole	2B	2000
Marion North	1A-B	1800
Sylvia Warren	1B	1800
Jessie May	Kindergarten	2350
Margaret Milliman	Kindergarten	1500

Michigan Avenue School

Helen Emery	Principal & 6A-B	2500
Ruth Bourns (Genesee)	6A-B	1800
Cecilia Carlston	5A-B	2338
Maxine Michmershuizen	4A-B	1650
Ella Dittmer	3A-B	2200
Hazel Roller	2A-B	1800
Theodora Gray	1A-B	2200
Mary Anne Collins	Kindergarten	1650
Florence E. Chubb	Remedial	2100

Moore's Park School

Essie Lindquist	Principal & 6A-B	\$ 2600
Helen Schroeder (Barnes)	6A-B	1700
Martha Craig	5A-B	1400
Grace VanWert	4A-B	1750
Carol Perkins	3A-B	1400
Emily Karlstrom	3B-2A	1900
Mildred Clarady	2B	1800
Marion Hoffman	1A-B	1900
Jean Alexander	Kindergarten	1550

Oak Park School

Ina Norrback	Principal & 6A-B	2400
Pauline Hartvigh (Larch)	6A-B	1750
Louise Hunter	6B-5A	2301
Eleanor Carvo	5A-B	1700
Thelma Cressman	4A-B	1750
Constance Morrison	4B-3A	1800
Leona Lempke	3B	1900
Mary Stone	3B-2A	2000
Ruth Haselschwerdt	2B	1550
Esther Taylor	2B-1A	1600
Etta Goff	1B	2273
Esther Tupper	Kindergarten	2200

Thomas Street School

Margaret Schroeder	Principal & 6A-B	2600
Bernice Dawson (Cedar)	6A-B	2200
Frances Erickson	6B-5A	1850
Dora Ruggles	5B	2200
Doris Sheldon	4A-B	1750
Clara Procknow	4B-3A	2200
LeElla MacLeod	3B-2A	1550
Jo Ann Ewer	2B	1600
Helen Isaacson	1A-B	1700
Alice Bottum	1B	1550
Nettie Staman	Kindergarten	2200
Daisy Brown	Remedial	2350
Florence Dubbink	Remedial	2350

Verlinden Avenue School

Lucille Correll	Principal & 6A-B	2788
Lydia Olson (Willow)	6A-B	2400
Mildred Karr	5A-B	2100
Gladys Henderson	4A-B	1700
Irene Brooks	3A-B	2050
Maxiene Pardee	2A-B	1500
Gladys Miller	1A-B	2200
Marjorie Hickin	Kindergarten	2100

Walnut Street School

Helen Barnhart	Principal	3100
Florence Johnson	Upper Orthopedic	2100
Helen Parson	Inter. Orthopedic	2282

Alice Churchill	Primary Grades	\$ 2100
Ruth Swanson	Physiotherapist	2500
Ethel Herrick	Asst. Physiotherapist	1500
Avis Forsythe	Deaf and Hard of Hearing	2100
Mary Brown	Special Health	2200
Mary Harrington	Mentally Retarded	1900
Dorothy Baldwin	6A-B	2254
Gladys Stoll	6B-5A	2230
Sophia Katz	5B	1500
Gertrude Browne	4A-B	2350
Elizabeth Powers	4B-3A	1600
Hettie Jenkins	3B	2500
Margaret Wellman	2A-B	2237
Margaret Purdy	2B	1500
Isabel Starmer	1A-B	1800
Grace Woodruff	1B	2280
Lucille Broesamle	Kindergarten	2200
Mildred Mobley	Kindergarten	1900
<u>Walter French Grades</u>		
Eila Stenback	6A-B	2050
Alice Jurma	5A-B	1700
Ruby Adriance	4A-B	2200
Florence Allen	3A-B	2450
Nana Reed	2A-B	2200
Winifred Lillie	1A-B	1900
<u>Willow Street School</u>		
Blanche Bigelow	Principal & 6A-B	2900
Lydia Olson (Verlinden)	6A-B	2400
Frances Sauber	6B-5A	2000
Evelyn Peterson	5B	1850
Georgia Sloat	4A-B	1650
Marion Graves	4B-3A	1700
Luella Liimakka	3B	1800
Margaret Wilson	2B-1A	1920
Mary Lyons	1B	1550
Esther Walton	1B	1700
Marjorie Barnes	Kindergarten	2179

To all of these salaries should be added a flat \$200 increase which was granted by the Board of Education during 1943-44 to the entire teaching staff.

List of superintendents and principals of the high schools and salaries from 1868 to the present with number of teachers for each year in the entire school system.

<u>Superintendents</u>			<u>Principal of High School</u>	<u>No. of Teachers</u>	
1868-69	B. R. Gass	\$ 1400	Miss Robinson	\$ 500	15
1869-70	B. R. Gass	1400	Kate Brearly	600	19
1870-71	R. W. Brokaw	1400	Louise Jones	600	19
1871-72	R. W. Brokaw	1400	Louise Jones	600	24
1872-73	R. W. Brokaw	1500	Miss A. M. Snow	700	27
1873-74	R. W. Brokaw	1500	Mr. A. L. Gleason	800	28
1874-75	R. W. Brokaw	1400	Mr. A. L. Gleason	800	28
1875-76	R. W. Brokaw	1400	Mr. A. L. Gleason	850	27
1876-77	Chas. A. Sanford	1200	Mr. A. L. Gleason	800	26
1877-78	Chas. A. Sanford	1200	George S. Bishop	800	26
1878-79	Chas. A. Sanford	1200	George S. Bishop	800	28
1879-80	Chas. A. Sanford	1400	George W. Knight	800	30
1880-81	Chas. A. Sanford	1400	George W. Knight	900	30
1881-82	Chas. A. Sanford	1400	Charles H. Chase	800	31
1882-83	Chas. A. Sanford	1400	Charles H. Chase	900	32
(Resigned March, 1883)					
1883-84	David Howell	1700	Milton M. Marble	900	33
1884-85	David Howell	1700	Milton M. Marble	1000	34
1885-86	David Howell	1700	Milton M. Marble	1000	33
1886-87	David Howell	1900	Prof. Charles Carman	1000	35
1887-88	David Howell	1900	Mary E. Tilton	1000	37
1888-89	David Howell	2000	Mary E. Tilton	1000	37
1889-90	David Howell	2000	C. H. Carson	1000	43
(Resigned March, 1890)					
1890-91	Walter Cheever	1600	C. H. Carson	1000	44
1891-92	Walter Cheever	1600	W. M. Wheeler	1000	48
1892-93	Walter Cheever	1800	W. M. Wheeler	1200	53
1893-94	Chas. O. Hoyt	1700	W. M. Wheeler	1200	58
1894-95	Chas. O. Hoyt	1800	J. B. Turnbull	1100	67
1895-96	Chas. O. Hoyt	1800	W. H. Smith	1000	66
1896-97	S. B. Laird	1500	W. H. Smith	1200	68
1897-98	S. B. Laird	1600	Clarence Holmes	1100	73
1898-99	S. B. Laird	1600	Clarence Holmes	1100	73
1899-1900	Clarence Holmes	1400	Gerard T. Smith	1000	74
1900-01	Clarence Holmes	1600	Gerard T. Smith	1100	76
1901-02	Clarence Holmes	1600	N. B. Sloan	1000	80
1902-03	W. D. Sterling	1600	N. B. Sloan	1200	81
1903-04	W. D. Sterling	1700	N. B. Sloan	1400	82
1904-05	W. D. Sterling	1900	N. B. Sloan	1400	85
1905-06	W. D. Sterling	2000	N. B. Sloan	1500	86
1906-07	W. D. Sterling	2000	N. B. Sloan	1500	89
(Resigned January, 1907)					
1907-08	E. P. Cummings	2000	N. B. Sloan	1600	97
1908-09	E. P. Cummings	2250	N. B. Sloan	1800	103
1909-10	E. P. Cummings	2250	N. B. Sloan	1800	112
1910-11	E. P. Cummings	2350	N. B. Sloan	1850	127
(Resigned April, 1911)					
1911-12	E. P. Cummings	2500	J. W. Sexton	1600	128
1912-13	E. P. Cummings	2600	J. W. Sexton	1800	142

	<u>Superintendents</u>		<u>Principal of High School</u>		<u>No. of Teachers</u>
1913-14	E. P. Cummings	\$ 2750	J. W. Sexton	\$ 2000	162
1914-15	E. P. Cummings	2900	J. W. Sexton	2200	165
1915-16	E. P. Cummings	3000	J. W. Sexton	2200	168

Supt. Cummings left for a rest in Florida in January, 1916, and C. E. Holmes was made Acting Superintendent for remainder of the school year.

1916-17	J. W. Sexton	2400	B. F. Brown	1650	196
1917-18	J. W. Sexton	3000	B. F. Brown	2000	221

Brown resigned as principal February 1, 1918, and was succeeded by Charles E. LeFurge.

1918-19	J. W. Sexton	3300	C. E. LeFurge	2250	247
1919-20	J. W. Sexton	4000	C. E. LeFurge	3000	249
1920-21	J. W. Sexton	6000	C. E. LeFurge	4000	272
1921-22	J. W. Sexton	6000	C. E. LeFurge	4000	305
1922-23	J. W. Sexton	6000	C. E. LeFurge	4000	322
1923-24	J. W. Sexton	6000	C. E. LeFurge	4000	384
1924-25	J. W. Sexton	7500	C. E. LeFurge	4500	390
1925-26	J. W. Sexton	7500	C. E. LeFurge	4700	417
1926-27	J. W. Sexton	7500	C. E. LeFurge	4700	438

In 1927-28 Eastern High School was built and the old high school was called Central High.

	<u>Superintendent</u>		<u>Eastern High Principal</u>		<u>Central High Principal</u>		<u>Number of tchrs.</u>
1927-28	J. W. Sexton	\$ 8000			C. E. LeFurge	\$ 5000	494
1928-29	J. W. Sexton	8500	Dwight Rich	\$ 4000	C. E. LeFurge	5000	522
1929-30	J. W. Sexton	9000	Dwight Rich	4200	C. E. LeFurge	5000	519
1930-31	J. W. Sexton	9000	Dwight Rich	4200	C. E. LeFurge	5000	562
1931-32	J. W. Sexton	9000	Dwight Rich	4200	C. E. LeFurge	5000	502
1932-33	J. W. Sexton	8100	Dwight Rich	3780	C. E. LeFurge	4500	517
1933-34	J. W. Sexton	6000	Dwight Rich	3500	C. E. LeFurge	3500	477
1934-35	J. W. Sexton	6600	Dwight Rich	3850	C. E. LeFurge	3850	496
1935-36	J. W. Sexton	6600	Dwight Rich	3850	C. E. LeFurge	3850	507
1936-37	J. W. Sexton	7392	Dwight Rich	4312	C. E. LeFurge	4312	427
1937-38	J. W. Sexton	7600	Dwight Rich	4512	C. E. LeFurge	4512	522
1938-39	J. W. Sexton	7600	Dwight Rich	4512	C. E. LeFurge	4512	512
1939-40	J. W. Sexton	7600	Dwight Rich	4512	C. E. LeFurge	4512	510
1940-41	J. W. Sexton	7600	Dwight Rich	4512	C. E. LeFurge	4512	510
1941-42	J. W. Sexton	7600	Dwight Rich	4612	C. E. LeFurge	4612	504
1942-43	J. W. Sexton	7800	Dwight Rich	4712	C. E. LeFurge	4712	522

The new J. W. Sexton High School was completed sufficiently to permit teachers and classes from Central High to begin work in the new high school building at the opening of the second semester, 1943. Mr. LeFurge died in March, 1943.

	<u>Superintendent</u>		<u>Eastern High Principal</u>		<u>Sexton High Principal</u>		<u>Number of tchrs.</u>
1943-44	J. W. Sexton	\$ 7800	Dwight Rich	\$ 4912	C. Roosenraad	\$ 4400	512

Mr. Roosenraad who had served seven years as second assistant in the Central High School was advanced to the principalship of the new J.W. Sexton High School. The name of the old Central High School was changed to the Lansing Technical High School and Mr. Maurice Pancost, who had served for many years as a teacher in the Industrial Department of old Central High, was made principal of the Lansing Technical High School at a salary of \$4500.

Mr. H. E. Gardner was elected principal of the West Junior High School in 1920-21 at a salary of \$3000 and Mr. H. B. McKale, principal of the Pattengill Junior High School in 1921-22 at the same salary. In 1924-25, Walter French Junior High School was built and Mr. J. W. Slaughter was made principal at the same salary as the two other junior high principals, which at that time had been increased to \$3700. Since then the salaries of the three junior high school principals have gone up and down together. In 1929-30 to 1931-32, their salaries were raised to \$4100. In 1933-34, they dropped to \$3000 and then gradually advanced. It was not until 1942-43 that their salaries were restored to the 1931-32 level. In 1943-44, their salaries were advanced \$200 each.

From this presentation of teachers' salaries covering the whole history of the Lansing Public Schools, it may be observed that the salaries started low and remained low for a long time. They advanced very slowly for the first sixty years. It was not until about 1918 that teachers' salaries in Lansing began to step up in a substantial way.

To get a more connected view of salary advances, it will be necessary to consider in some detail teacher qualifications and salary schedules.

It is difficult to consider these two subjects separately because they are so closely interrelated. The best way, perhaps, is to handle them as a unit.

From 1861 to 1868, the principals and assistant principals of the First and Second Ward Union Schools had teacher qualifications of high school grade. Mr. Sargeant, principal of the Second Ward School, and Mr. Gregory, assistant principal, both held A.B. degrees from the University of Michigan. Mr. Emery, principal of First Ward School, was also a college graduate, and Miss Turner, his assistant, was a graduate of the Lansing Female Seminary. All other teachers had had previous teaching experience. Mr. Gass who had served for two years as principal of the First Ward School, and in 1868 engaged as first superintendent of the Lansing Public Schools, was a graduate of Antioch College.

Not only academic requirements but length of teaching experience, morals and character were also taken into consideration in the fixing of salaries. This was done for many years by the Teachers' Committee who conducted interviews and examinations of all candidates for teaching positions. It was not until 1892 that the superintendent went for the first time with the chairman of the Teachers' Committee to interview candidates at Ann Arbor and Ypsilanti.

No fixed schedule was in operation in the early years for the determination of salaries. As a result, many inequalities and unclassified situations arose. It was not until 1904 that a more systematic method of determining salaries was adopted by the Board of Education. The entire report of the Teachers' Committee for May, 1904, is herewith included: "Whereas inequalities have crept in and now exist in the salaries paid the teachers in our schools, and whereas it is thought best that some fixed schedule should be adopted by the Board of Education governing the pay of teachers now, therefore be it resolved that we adopt the following: The salary of the superintendent, principal in the high school, the gentlemen teachers in the high school and the supervisors of drawing and of music, it is thought best to be left solely to the judgment of the Board without any fixed schedule.

No teacher should be employed in the high school unless he has graduated from some approved college or university or has taken a four-year course in some normal training school.

Scale for High School

First year	\$ 500	Sixth year	\$ 700
Second year	550	Seventh year	725
Third year	600	Eighth year	750
Fourth year	650	Ninth year	775
Fifth year	675	Tenth year	800

The assistant principal shall receive fifty dollars more than the above schedule. After this period, merit alone will govern.

Scale for Principals in Ward Schools

First year	\$ 500	Fifth year	\$ 550
Second year	500	Sixth year	575
Third year	525	Seventh year	600
Fourth year	525		

After this period, merit alone will govern. No graduate from a high school will be employed without (a) graduating from some college, university or normal, (b) unless they shall have taught two full years of at least six months in each school year, and have a second grade certificate.

Scale for Ward Teachers

First year	\$ 350	Sixth year	\$ 425
Second year	375	Seventh year	450
Third year	400	Eighth year	475
Fourth year	400	Ninth year	500
Fifth year	425		

After this period, merit alone will govern. All grade teachers who have more than one grade shall receive \$25 extra for each additional grade. Teachers with experience in other cities will be given the same credit as if they had taught here. No teacher shall be a beneficiary under the foregoing schedule unless her work is of the highest order and fully approved by the superintendent and teachers'

committee. No teacher now under employment of this board shall receive any reduction in salary she is now receiving." --L. B. Gardner, Dr. D. M. Nottingham, J. S. Bennett, Teachers' Committee.

According to this schedule, most of the high school teachers in Lansing in 1904 received less than \$800 per year, most of the elementary principals less than \$600, and most of the elementary teachers less than \$500.

This schedule remained in force until 1908 when a new one which contained but few changes was adopted. The scale of wages for the high school and elementary teachers remained unchanged. The scale for elementary principals was raised \$50. Another change concerned teachers who were absent because of illness or any other sufficient reason. Such teachers received twenty-five per cent of their regular wage for two weeks after which all pay ceased.

Another salary schedule was adopted in January, 1910. This schedule left the high school scale of 1904 and 1908 unchanged, but raised the scale for elementary principals and teachers fifty dollars over the 1908 schedule.

It should be added that the high school schedules of 1904-1908-1910 did not apply to men teachers, and as a result, their salaries were advanced somewhat beyond the maximum \$800 for women. In 1910, men teachers in the high school were getting from \$1000 to \$1300. Five women were getting below \$800, and eight women were getting from \$850 to \$1000.

The schedule of 1913 made some minor changes. The minimum salary for the seventh instead of the ninth year of service. The minimum salary for elementary principals was \$600 and the maximum of \$750 was reached the fourth year. The only change in the elementary teachers' schedule was a fifty dollar advance for first year salaries.

In April, 1915, the following change was made in grade principals' salaries-- "The maximum for a four-room school shall be \$800 and for each room above four the principals shall receive \$10 in addition to their regular salaries."

In 1916, the salary of grade teachers was extended one year making the maximum \$700 instead of \$650.

In 1917, initial salary kindergarten teachers were raised to \$500 and principals to \$750.

In 1918, the first year salary of grade teachers was raised to \$600 for the first year and ranging upward to \$850 for the sixth year.

In 1919, salary of grade teachers was raised \$200 if recommended by the superintendent. The schedule for new grade teachers ranged from \$750 the first year to \$1050 the seventh year. Grade principals' base salary was \$1100 for first

year and \$1150 for second year; those with two years normal training got \$100 increase, and those without such training got only \$50.

In 1920, a general advance of \$500 per year was made with certain exceptions. The schedule was \$1100 minimum first year, and \$1550 as a maximum at the eighth year. Also the salary of all high school teachers with certain exceptions who had taught one year or more in the Lansing Schools was raised \$500. Heads of departments in the high school received \$50 extra for four teachers and \$10 for each additional teacher above four in the department.

This rather substantial jump in teachers' salaries was considered only fair and just by the Board in view of the high wage scales that prevailed in the industries and factories of the city. It was made in response to the general feeling of the public that teachers' salaries had been and were still too low for the greatest efficiency of the schools.

In 1922, the Teachers' Committee devised a new plan of rating teachers' salaries, and determining promotions. The essential features of this plan in abbreviated form are:

I. The salaries of teachers shall be determined by the following factors:

- A. Experience
- B. Education
- C. Teaching Ability

II. Salaries Based Upon Experience

A. Minimum salaries without experience.

- 1. The minimum salary for an inexperienced teacher with two years normal training and a state life certificate shall be \$1200.

B. Minimum salary for an inexperienced teacher who has completed a four-year college course and has a degree shall be \$1440.

1. Increase in salaries for experience

- a. To each of the above figures may be added \$350 for experience acquired in other systems.
- b. Salaries to teachers employed in the system shall be increased yearly as provided for in the schedule given under "Salaries based upon teaching ability."

C. Salaries based upon educational qualifications

- 1. Credit not to exceed \$240 will be given to a teacher who increases her educational qualifications; such additional college preparation

shall be evaluated in terms of University semester hours at the rate of \$4 an hour. This work shall be of such a nature and grade as to apply toward a bachelor's degree if such a degree has not already been secured.

2. Travel of educational and professional value and attendance at educational meetings and conventions held outside the state shall be evaluated in terms of University semester hours not to exceed eight hours being allowed for any one vacation.

D. Salaries based on teaching ability

1. In determining a teacher's efficiency, the "Teacher's Rating Card," published by the M.S.T.A., slightly revised, will be used by principals, supervisors and superintendent. The combined judgment of all these will be taken into consideration in determining a teacher's rank. A teacher may be placed in any one of four groups: Superior, Good, Fair, Inferior. The employment of an inferior teacher will terminate at the end of the year. A fair teacher may be retained for another year without increase in salary. A good teacher shall receive an increase of \$50 and a superior teacher \$75 per year until the maximum salary of that class has been reached.
2. The schedule for teaching ability stands as follows: All teachers holding a life certificate or more but not a bachelor's degree will be employed for the school year 1923-24 according to the following schedule.

Class	Basic Salary	Yearly Increase	Maximum Salary
Inferior	\$1200	0	Dropped
Fair	\$1200	0	\$1350
Good	\$1200	\$50	\$1550
Superior	\$1200	\$75	\$1725

Teachers holding a bachelor's degree or more will be employed for the school year 1923-24 according to the following schedule.

Class	Basic Salary	Yearly Increase	Maximum Salary
Inferior	\$1440	0	Dropped
Fair	\$1440	0	\$1590
Good	\$1440	\$50	\$1790
Superior	\$1440	\$75	\$1965

3. The above salary schedule will apply to men except that the minimum salary for an inexperienced man with two years normal training and a state life certificate shall be \$1500 per year, while the minimum salary of an inexperienced man with four years college training and a degree shall be \$1740 per year.

The schedule for teaching ability for men stands as follows: All teachers holding a life certificate or more but not a bachelor's degree will be employed for the school year 1923-24 according to the following schedule.

<u>Class</u>	<u>Basic Salary</u>	<u>Yearly Increase</u>	<u>Maximum Salary</u>
Inferior	\$1500	0	Dropped
Fair	\$1500	0	\$1650
Good	\$1500	\$50	\$1850
Superior	\$1500	\$75	\$2025

Teachers holding a bachelor's degree will be employed for the school year 1923-24 as follows:

<u>Class</u>	<u>Basic Salary</u>	<u>Yearly Increase</u>	<u>Maximum Salary</u>
Inferior	\$1740	0	Dropped
Fair	\$1740	0	\$1890
Good	\$1740	\$50	\$2090
Superior	\$1740	\$75	\$2265

The ability rating schedule was enlarged and revised in 1926 so that the schedule for teachers with two year normal or college credit was as follows:

Inferior	\$1200	0	Dropped
Fair	\$1200	0	?
Good	\$1200	\$50	\$1550
Superior	\$1200	\$75	\$1800
Very Superior	\$1200	\$100	\$2100

For women with degrees:

Inferior	\$1450	0	Dropped
Fair	\$1450	0	?
Good	\$1450	\$50	\$1800
Superior	\$1450	\$75	\$2050
Very Superior	\$1450	\$100	\$2350

For men with degrees:

Inferior	\$1750	0	Dropped
Fair	\$1750	0	?
Good	\$1750	\$50	\$2100
Superior	\$1750	\$75	\$2350
Very Superior	\$1750	\$100	\$2750

In April, 1926, the total per cent of teachers rated "Very superior" was 10 - Superior, 26 - Good, 45 - Fair, 3 - Poor 1 - not rated - (married, supply, above schedule), 15.

Under this schedule, teachers' salaries in Lansing continued to rise until they reached their peak predepression level in 1930. The next year, 1931, the schedule was suspended, and in 1932 all salaries were cut 10% and about 60 teachers eliminated. Wives of teachers in service were removed from the supply

list of teachers. Marriage of teachers in service terminated their contracts. For the school year 1933-34, salaries were cut from 5% to 20% according to size. Salaries below \$1000 were reduced only 5%, those between \$1100 and \$1999 - 10%, those ranging from \$2000 to \$2500 - 15% and all above \$2500 had a straight cut of 20%. The number of teachers was reduced to 477. This marked the bottom of the post-war depression, both in number of teachers and in the salary level.

In 1934 the wage level began a slowly upward climb but did not recover its 1930 status until 1942-43. Salaries were advanced 10% in 1934-35 above the previous year and contracts were issued on a monthly basis.

Beginning with the school year 1935-36, an increase of \$50 was given to women teachers receiving less than \$1500 and to men teachers receiving less than \$2000. Considerably greater increases were granted in 1936-37 to certain classes of teachers.

Schedule adopted for determining the salaries of teachers in 1937-38:

Women with no degree:

<u>Rating</u>	<u>Base</u>	<u>Yearly Increment</u>	<u>Years</u>	<u>Maximum</u>
C	\$1200	\$ 50	8	\$1600
B	\$1200	\$ 75	10	\$1950
A	\$1200	\$100	12	\$2400

The schedule was the same for men without degrees except that the base salary was \$1600 and the maximum from \$2000 to \$2800.

Women - A.B. Degree:

<u>Rating</u>	<u>Base</u>	<u>Yearly Increment</u>	<u>Years</u>	<u>Maximum</u>
C	\$1300	\$ 50	8	\$1700
B	\$1300	\$ 75	10	\$2050
A	\$1300	\$100	12	\$2500

The schedule for men with A.B. degrees was the same except that base salary was \$1700 and the maximum ranged from \$2100 to \$2900. For both men and women with A.M. degrees, the schedule was \$100 higher for both base and maximum salaries.

The salary of the superintendent, assistant superintendent, junior and senior high school principals, and most of the supervisors and elementary principals was increased \$200 each.

No increases were made in salaries for the school year 1938-39. During 1939-40, about 200 teachers got a \$100 increase in salary; about 230 received no increase and the remainder received less than \$100 advance in salary. Salaries for 1940-41 may be summarized as follows: 119 elementary teachers received an increase in salary of \$100, 12 received less than \$100, and 96 received no increase. The number of junior and senior high school teachers

granted \$100 increase was 71, those getting less than \$100 increase numbered 30, and those with no increase, 155. Five principals and supervisors were given an increase in salary and 30 received no increase.

In 1941-42, a flat increase of \$100 was voted by the Board to all teachers, principals, and supervisors if in the judgment of the Superintendent of Schools and the Teachers' Committee they merited such an increase. A similar increase was voted for the school year 1942-43.

The salary list for the entire teaching and supervisory staff for the school year 1943-44 is given elsewhere in this chapter as the last of the complete lists given at the end of each quarter of a century covering the entire history of the Lansing Public Schools.

In conclusion, it may be said that while salaries in the Lansing Public Schools were very low for many years they have, during the past twenty or twenty-five years, advanced quite rapidly. This becomes strikingly evident when one stops to make a comparison of the average salaries paid at the end of each twenty-five years beginning with 1868. The average salary paid to teachers in 1868 was \$473. In 1893, the average salary was \$471; in 1917 it was \$781; and in 1943 it was \$2562. To state it another way, in 1893 the average salary was two dollars a year less than it was in 1868. In 1917 the average salary had made an increase of \$310 over that of 1893, or a little over 65%. In 1943, it had advanced \$1751 per year over that of 1917, or 228%; of course, the advance over these twenty-five year periods has not been uniform. Between 1875 and 1880 salaries dropped much below those of 1868. Again in 1932 and 1933 they suffered a precipitate drop the recovery from which required a decade. But in recent years salaries have reached a level that equals if not exceeds that of most of the cities of comparable size in the state. For many years the Lansing Public Schools have been able to compete successfully for the best teacher material that comes from the educational institutions of the state or from other states. This has enabled the superintendent to achieve what he advocated as early as 1918: that the best method of getting good teachers is to get the material from the normal schools and train it under home supervision, instead of taking the poorest material from the normal schools after it has spent several years teaching in small towns without any supervision. The number of new teachers taken into the system each year runs generally from 5% to 15% of the entire teaching force.

It has generally been the policy of the Board of Education not to take married women teachers into the system. As a result, very few have ever found a permanent place upon the teaching staff. Since 1930, the marriage of women teachers in service has meant the immediate termination of their contract; previous to that they were permitted to finish the remainder of the school year. Married women, however, may be and generally are employed as supply teachers.

This rule of canceling contracts of women teachers who marry was modified in March, 1942, by making exceptions for women who marry men engaged in the armed service of their country.

In October, 1940, the Board voted to not only reinstate all teachers on their return to teaching who may have entered military service but also to grant them the normal raise in salary which may have been given to others in the interim.

Teachers who have been in service 25 or 30 years may voluntarily retire at the age of 60 years as recipients of a fixed annuity according to provisions of the Michigan State Teachers' Retirement Law. The age of 70 was fixed by the Board of Education in April, 1940, as the compulsory retirement age.

Curriculum - Courses of Study

It is impossible from the sources at hand to reconstruct the curriculum as it existed previous to the organization of the first high school in 1868. Numerous references are made in the minutes of the Board of Education to reports about courses of study that were formulated from time to time for the two Union Ward School, Cedar Street and Townsend Street, but none of them have been preserved as far as can be determined. The first complete curriculum, or program of studies for the entire school system, of which any record is available is for the year 1868 when the High School was first established.

In September, 1866, the committee on textbooks recommended for use in the schools of the city: "Hartness and Arnold's First Book in Latin, Woodbury's Methods in German, Gray's Chemistry, Alden's Science of Government, Wood's Botany, Quackenboss' Rhetoric, Berard's History of the U.S., Robinson's Series of Mathematics, Colton's Series of Geographies, Kerl's Series of Grammars, Saunder's Spellers, and Saunder's Series of Union Readers in place of the National Series then in use." A general list of textbooks such as this is of very little value in determining the form and content of the curriculum because no information is given concerning the ordered sequence and relationship of the different subjects. It is evident, however, from this reference to textbooks that many subjects were taught in the Union Ward Schools above the Grammar Grade before 1868. When the High School was organized, these subjects were incorporated into the High School curriculum. Fortunately a complete program of studies covering the whole school system adopted by the Board of Education in July, 1868, has been preserved intact. It is composed of four departments: Primary three years, Secondary three years, Grammar three years and High School four years.

Course of Study of the Lansing Public Schools for 1868:

Primary Grade First Year

Reading -	Word Method - Webb's Dissected Cards and First Reader
Spelling -	By sound and use of cards, not by names of letters
Arithmetic -	Oral instruction in counting from one to one hundred. Simple exercises in adding with use of numeral frame, pebbles, beans, etc.

Second Year

Reading -	First National Reader
Spelling -	Introduce the alphabet and teach spelling by names of letters, not omitting to spell also by sound. Words should be taken principally from the Reader.
Arithmetic -	Counting from one to one hundred, forward and backward; also counting by 2's. Reading and writing Arabic numbers to one hundred. Addition table from blackboard to 4 plus 10, forward and backward, in course; also taking any of the numbers irregularly. Exercises in adding small series of numbers. Roman numerals to L, both in course and out of course.

Third Year

- Reading - National Second Reader
 Spelling - Words from Reader and Speller
 Arithmetic - Counting from one to five hundred. Also counting to one hundred by 2's, 3's, 4's and 5's, both forward and backward, in course and out of course. Multiplication table to 5 times 10.
- Object Lessons - Oral instruction throughout the grade on common things: form, size, general qualities, color, flowers, plants, animals, trades, professions, morals, manners, miscellaneous topics. Also, in geography, the shape, motions, general surface and cardinal points of the earth, etc. Two or more exercises a day from five to eight minutes long.
- Drawing - Two or more exercises each day throughout the grade, on slate, paper or blackboard, using blackboard sketches prepared by the teacher, drawing cards, pictures and figures from the books, etc. Printing lessons in reading and arithmetic.
- Physical exercises and vocal music three to five minutes at a time not less than four times a day through this grade.
- Declamations and recitations as soon as children can read sufficiently well.

Suggestions to Teachers

1. Never begin an object lesson until you have arranged a plan beforehand so that you may be able to create a lively interest in the minds of the pupils.
2. Stop when the interest is at its height.

Secondary Grade
First Year

- First Term - Third Reader. Spelling from Reader and National Elementary Speller. Primary Arithmetic to page 36. Writing - Copy Book No. 1. Drawing.
- Second Term - Third Reader. Spelling. Primary Arithmetic to page 40. Writing - Copy Book No. 1. Drawing.
- Third Term - Third Reader. Spelling. Primary Arithmetic to page 64. Drawing.

Second Year

- First Term - Third Reader. Spelling from Reader and Speller. Primary Arithmetic completed. Elementary geography. Writing - Copy Book No. 2. Drawing.
- Second Term - Third Reader. Spelling. Intellectual arithmetic to page 32. Writing - Copy Book No. 3. Drawing.
- Third Term - Third Reader. Spelling. Intellectual arithmetic to page 48. Elementary geography. Writing - Copy Book No. 3. Drawing.

Third Year

- First Term - Fourth Reader. Spelling from Reader and Elementary Speller. Intellectual arithmetic to page 67. Practical arithmetic to page 47. Intermediate geography. Writing - Copy Book No. 4. Drawing.
- Second Term - Fourth Reader. Spelling. Intellectual arithmetic to page 80. Practical arithmetic to page 67. Intermediate geography. Writing - Copy Book No. 4. Drawing.
- Third Term - Fourth Reader. Spelling. Intellectual arithmetic to page 96. Practical arithmetic to page 96. Intermediate geography. Writing - Copy Book No. 5. Drawing.

Two or more oral exercises a day through this entire grade, each from five to ten minutes long; embracing lessons on form, size, general qualities, weight, color, animals, the five senses, trees, plants, common things, morals, manners, miscellaneous topics. Physical exercises and vocal music from two to five minutes at a time not less than four times a day. Daily drill in spelling by sounds as well as by letters. Pupils should be taught to analyze by describing the elementary sounds as well as by uttering them. Abbreviations, punctuation, declamations and compositions to receive attention through the entire grade.

Grammar School Grade
First Year

- First Term - Fourth Reader. Spelling. National Pronouncing Speller. English Grammar. U. S. History to Chapter 12. Intellectual arithmetic to page 141. Practical arithmetic to page 175. Writing - Copy Book No. 5.
- Second Term - Fourth Reader. Spelling. English Grammar. U. S. History to Chapter 20. Intellectual arithmetic completed. Practical arithmetic to page 210. Writing - Copy Books No. 6 and 8.
- Third Term - Fourth Reader. Spelling. English Grammar. U. S. History completed. Practical arithmetic to page 243. Writing - Copy Books No. 6 to 8.

Second Year

- First Term - Fourth Reader. Spelling. Universal History. Practical arithmetic to page 284. Writing - Copy Books No. 7 to 9.
- Second Term - Fourth Reader. Spelling. English Grammar. Universal History. Practical arithmetic to page 324. Writing - Copy Books No. 7 to 9.
- Third Term - Fourth Reader. Spelling. English Grammar. Universal History. Practical arithmetic completed including metric system. Writing - Copy Books No. 7 and 9.

Third Year

- First Term - Fifth Reader. Spelling. Grammar and Analysis. Geography. Practical arithmetic reviewed. Elementary Algebra. Writing - Copy Book No. 10.
- Second Term - Fifth Reader. Spelling and Wright's Orthography. Grammar and Analysis. Geography. Universal History reviewed. Writing - Copy Book No. 11.
- Third Term - Fifth Reader. Spelling and Orthography. Grammar completed. Geography. Universal History reviewed. Elementary Algebra. Writing - Copy Book No. 12.
- Oral instruction throughout this grade on such topics as sound, light, air, water, electricity, magnetism, minerals, properties of matter, heat motion, physiology and hygiene, historical sketches, book-keeping, government, geology, morals, manners and miscellaneous topics. Time devoted to oral instruction each week to be equal in amount to ten minutes a day. Physical exercises and vocal music from two to five minutes at a time not less than twice a day. Declamations and compositions through the grade.

High School
General Course
First Year

- First Term - Elementary Algebra reviewed, Analysis and Parsing, Physiology, Bookkeeping.
- Second Term - University Algebra, Botany, Science of Government, Book-keeping.
- Third Term - University Algebra, Botany, Physical Geography.

Second Year

- First Term - Geometry, Natural Philosophy, French or German.
- Second Term - Geometry, Natural Philosophy, French or German.
- Third Term - Geometry and Trigonometry, Astronomy, French or German.

Third Year

- First Term - Zoology, English, History, French or German.
- Second Term - Logic, History of Civilization, French or German.
- Third Term - Surveying, Rhetoric, French or German.

Fourth Year

- First Term - Rhetoric, Geology, English Literature, Political Economy.
- Second Term - Chemistry, Mental Philosophy, English Literature, Political Economy.
- Third Term - Chemistry, Moral Philosophy, Evidences of Christianity.

Classical Course
First Year

- First Term - Elementary Algebra reviewed, Analysis and Parsing, Latin, Physiology.

Second Term - Ancient Geography, Science of Government, Latin.
 Third Term - Roman History, Greek, Latin Reader.

Second Year

First Term - Latin, Caesar and Prose Composition, Natural Philosophy, Greek.
 Second Term - Latin, Caesar and Prose Composition, Natural Philosophy, Greek.
 Third Term - Latin, Cicero and Prose Composition, Roman Antiquities, Greek.

Third Year

First Term - Latin, Cicero and Prose Composition, Greek, Geometry.
 Second Term - Latin, Virgil and Prose Composition, Greek, Anabasis and Prose Composition, Algebra reviewed.

Text Books Used

Primary, Secondary and Grammar Grades

Webb's Word Method and Dissected Cards.
 National Elementary and Pronouncing Spellers.
 National Series of Readers. Robinson's Primary Intellectual and Practical Arithmetic. Robinson's Elementary Algebra. Guyot's Geographies. Berard's U. S. History. Greene's English Grammar. Wright's Orthography. Spencerian Penmanship. Calkin's Object Lessons.

High School (as far as adopted)

Robinson's Elementary and University Algebras. Robinson's Geometry. Wood's Botany. Alden's Science of Government. Bryant and Stratton's Bookkeeping. Natural Philosophy. Peck's Ganot. Quackenboss' Rhetoric. Hartness and Allen's First Latin Book.

This program of studies was completely revised in 1871. The content, however, remained practically unchanged except that it was rearranged on a basis of two terms instead of three for each year in the secondary and grammar grades, and also for two terms each year in the primary grades where previously each school year had been considered as a unit.

The division of the school year into three terms remained for the high school curriculum. A few minor changes were added. The principal change was in the length of the classical course which was extended to a full four-year course. The fourth year included for the First Term, Latin (Virgil), Greek or French - Second Term, Latin (Virgil), Greek or French, and Third Term, Latin (Virgil), Greek or French and Reviews.

The General Course for 1871 remained the same as in 1868 except that German was made a required study in the third year and French a required study in the fourth year.

During the next few years, a four-year scientific course was added to the curriculum of the high school, but about 1875 the expansion of the curriculum, especially of the high school, ran into stormy weather. The post-Civil War depression began to create a demand for greater economy in the public schools. A petition of 125 citizens was presented to the Board of Education in May, 1878, asking for the abolition of the superintendent and also for the elimination of certain subjects from the high school curriculum.

"We petition you to abolish from the course of study what is known as the Classical and Scientific Courses. Also to abolish all studies which are more ornamental than useful and in their stead to give thorough training in those studies which are necessary for the practical pursuit of life, and that special attention be paid to the choosing of competent teachers to educate the young in the primary department."

In response to this petition, the Committee on Textbooks and Courses of Study made the following report and recommendations on June 26, 1878, which were adopted. "Your Committee has duly considered that part of the citizens' petition which refers to the course of study in the high school.

An examination of the subject shows that during the past school year there has been an average attendance in the High School of sixty-seven students. The number of studies pursued in the same time was twenty in twenty-three classes. With exception of three classes, the entire teaching in this department has been performed by the principal and one assistant at a salary of \$1250 per year for both, which is but one-ninth of the whole amount paid for teaching in the schools including the salary of the superintendent, and but a little more than the average cost of teaching in the Primary and Grammar grades.

From a lack of teachers many studies given in the different courses have been discontinued. No class in French has been taught in the school the past year. A class in Greek was commenced but discontinued after the first term.

The only languages taught in the schools at the present time are Latin and German. In Latin thirty-five students have been enrolled during the past year, divided into three classes. From the fact that so large a number desire to pursue this study, and a knowledge of Latin being necessary to a proper understanding of the sciences, and being a requirement in all learned professions, your committee does not recommend its discontinuance.

In order to give more time for thorough instruction in the English branches we recommend that the classical and scientific courses be discontinued for the coming year, with the exception of Latin which shall be optional with the student.

We also recommend that French, Geology, Natural History, Trigonometry and Mental Science be omitted from the General Course; that Reading and Spelling be introduced and made a part of the General Course of Study, and

that the study of algebra be limited to one year, a single intermediate book in algebra be used instead of the two now in use.

We recommend the discontinuance of Intellectual Arithmetic in the Secondary and Grammar Grades, that more time and attention be given to other studies."

O. Marshall)	
Wesley Emery)	
J. R. Cushing)	Committee on Textbooks and Course of Study
J. W. Edmonds)	
E. W. Dart)	

From this report several things are evident. Previous to 1878 there were at least three four-year courses of study in the High School: Classical, Scientific and General. The first two were temporarily abolished and the General Course radically revised. Greek, Latin, French and German were all eliminated; Latin alone was retained as an optional study.

The General Course seemed to be the only one that survived at this time. After its drastic revision, it retained only one year of algebra, some of the more common subjects like reading, spelling, advanced arithmetic, English, and probably some history and civil government. What or how many subjects were left in the high school curriculum after the post-war eliminations of 1877-78 ran their course is not clear. The only thing about which there seems to be little doubt is that the courses of study were not only reduced in number but greatly simplified in content so that more thorough instruction could be given to what the Committee on Textbooks and Course of Study called the "English Branches."

The course of study was not only contracted and simplified but it was also made less expensive to the pupil by making certain changes in the textbooks. By continuing the Independent Fifth Reader through the eighth grade, instead of buying a new United States Reader for the last year as required previous to 1878, each student in the eighth grade saved \$1.35. In the High School, a saving of \$3.70 for each pupil was made by introducing Schuyler's Geometry in place of Olney's Geometry and Trigonometry.

But, while the Board of Education was forced to make concessions to the popular clamor for the elimination and simplification of Courses of study in the High School, it was also faced with the necessity of satisfying the demands of the University of Ann Arbor.

The High Schools were organized in Michigan and conducted for many years mainly as feeders for the University. They took over the function of the "Branches of the University," but they could not fulfill such a function unless they maintained courses of study of sufficient scholastic standing to prepare their graduates for entrance to the University. A high school without a Classical Course was like "Hamlet" with Hamlet left out. Sixty years ago, Greek, Latin, and

German were regarded as essential subjects in a reputable high school curriculum. Without them a high school was without standing and unworthy of consideration.

Therefore, the Board of Education took steps the following year, 1879-80, to repair the damage that had been inflicted upon the high school curriculum under pressure of public demand. Mr. Bishop, the principal of the High School, unwilling to wait, secured the permission of the Board of Education to organize a class in Greek in September, 1878, to be conducted outside school hours if it did not interfere with regular school work. At this desperate hour of need, the high school suffering from almost fatal amputations of its higher branches received a shot in the arm from a valuable donation of the entire "chemical and philosophical apparatus" of the Michigan Female College of Lansing which had been disbanded a few years previously.

As a further peace offering to those demanding shorter and more simplified courses of study, a general two-year course was offered in the high school beginning in September, 1879, for which a special certificate was given to those completing the course.

The length of time required for pupils to complete the work in the public schools was also cut from thirteen to twelve years. This brought about a division of the curriculum into three departments or sections: a four-year primary, a four-year grammar, and a four-year high school department.

These abbreviations and simplifications of the courses of study, however, were not allowed to interfere with the rehabilitation of the four-year Classical and Scientific courses in the High School. German was restored in 1879, but French did not recover its place in the curriculum for over thirty years. Greek was reinstated in 1892.

With the opening of the school year 1883-84, the four-year Scientific Course had been restored. A four-year Classical Course with the exception of Greek was offered and also a three-year English Course.

Courses of Study for Primary and Grammar Grades - 1883-84

Primary Grade First Year

First Term - Model First Reader, Penmanship, Peavey's Geography, Language and Drawing
Second Term - First term work continued

Second Year

First Term - First half Model Second Reader, 15 pages of Patterson's Spelling, Writing, 40 pages Olney's Primary Arithmetic, Language, Drawing, Geography
Second Term - Last half Second Reader, next 15 pages Patterson's Speller, next 35 pages Primary Arithmetic, Language, Writing, Geography

Third Year

- First Term - First 87 pages Independent Third Reader, 12 pages Patterson's Speller, Olney's Primary Arithmetic continued, Language, Drawing, Peavey's Geography
- Second Term - Independent Third Reader continued, Patterson's Speller continued, Olney's Primary Arithmetic, Language, Drawing, Peavey's Geography

Fourth Year

- First Term - Third Reader finished, Patterson's Speller, Primary Arithmetic reviewed, Language, Drawing
- Second Term - Begin Independent Fourth Reader, Patterson's Speller, begin Olney's Practical Arithmetic, Language, Writing, Peavey's Geography

Grammar Grade

First Year - Fifth Grade

- First Term - Fifty pages Independent Fourth Reader, Patterson's Speller, Olney's Practical Arithmetic, First 50 pages Reed and Kellogg's Graded Lessons in Language, Drawing
- Second Term - Fourth Reader continued, Patterson's Speller, Practical Arithmetic continued, Colton's Geography first 25 pages, Reed and Kellogg continued, Writing

Second Year - Sixth Grade

- First Term - Finish Fourth Reader, Patterson's Speller, Olney's Practical Arithmetic, Colton's Geography, Reed and Kellogg, Drawing
- Second Term - Begin Independent Fifth Reader, Patterson's Speller, Olney's Practical Arithmetic, Finish Colton's Geography, Reed and Kellogg's English, Writing

Third Year - Seventh Grade

- First Term - Independent Fifth Reader, Patterson's Speller, Olney's Practical Arithmetic, Begin Reed and Kellogg's Higher Lessons in English, Writing
- Second Term - Fifth Reader, Patterson's Speller, Olney's Practical Arithmetic, Reed and Kellogg's Higher Lessons, Quackenboss' U.S. History, Writing

Fourth Year - Eighth Grade

- First Term - Fifth Reader, Patterson's Speller, Writing, Olney's Practical Arithmetic, Reed and Kellogg's Higher Lessons, Quackenboss' U.S. History
- Second Term - Review of all subjects

Courses of Study in the High School 1883-84

		<u>Latin</u>	<u>Scientific</u>	<u>English</u>
	First	(Latin Lessons	Latin Lessons	Physiology
		(Algebra	Algebra	Algebra
	Term	(English Grammar	English Grammar	English Grammar
<u>First</u> <u>Year</u>	Second	(Latin Lessons	Latin Lessons	Phys. 4 weeks
		(Algebra	Algebra	Botany 8 weeks
	Term	(English Grammar	English Grammar	Algebra
	Third	(Latin Lessons	Latin Lessons	Botany
		(Algebra	Algebra	Algebra
	Term	(Arithmetic	Arithmetic	Arithmetic

	First	(Caesar and Latin	Caesar and Latin	Bookkeeping
		(Prose	Prose	General History
		(General History	General History	Philosophy
	Term	(Philosophy	Philosophy	
<u>Second</u> <u>Year</u>	Second	(Caesar and Latin	Caesar and Latin	Phy. Geography
		(Prose	Prose	General History
	Term	(General History	General History	Philosophy
		(Philosophy	Philosophy	
	Third	(Caesar and Latin	Caesar and Latin	Civil Government
	Term	(Prose	Prose	Philosophy
		(Philosophy	Philosophy	Rhetoric
		(Rhetoric	Rhetoric	

	First	(Caesar and Latin	Chemistry	Chemistry
		(Prose	Geometry	Geometry
	Term	(Geometry	German	English Literature
		(German		
<u>Third</u> <u>Year</u>	Second	(Caesar and Latin	Chemistry 4 weeks	Chemistry 4 weeks
		(Prose	Geology 8 weeks	Geology 8 weeks
	Term	(Geometry	Geometry	Geometry
		(German	German	English Literature
	Third	(Virgil	Geology	Geology
	Term	(Geometry	Geometry	Geometry
		(German	German	Review Grammar and Arithmetic

	First	(Virgil	English Literature	
		(Review Algebra	Review Algebra	
	Term	(German	German	
<u>Fourth</u> <u>Year</u>	Second	(Virgil	English Literature	
		(Physical Geography	Physical Geography	
	Term	(German	Botany 8 weeks	
		(German	

	<u>Latin</u>	<u>Scientific</u>	<u>English</u>
Third	Virgil	Botany	
Fourth	Review Grammar	Review Grammar	
Term	Arithmetic	Arithmetic	
Year	German	German	

Beginning with the middle eighties, practically all subjects lost from the courses of study in 1878 were restored; even Intellectual Arithmetic was reintroduced into the primary and grammar grades. This was a sort of rapid calculation or arithmetic combinations. The teacher used a shot gun method of firing certain problems at the pupils to see how quickly they could compute the result mentally. Warren Colborin's text was used.

In 1885, vocal music was added to the course of study. Smith's Practical Music Reader was adopted for use in all schools. Previous to this, singing had been conducted by the teachers in opening exercises in both the lower and higher grades, but no special teacher in vocal music had been employed.

In December, 1887, a citizens' petition asking for the addition of a commercial course to the high school was presented to the Board of Education.

Early in 1888, the subject of manual training in the schools was first discussed; and, before the end of the school year, the Board of Education voted to introduce drawing in the seventh and eighth grades as a sort of preliminary discipline for manual training.

A four year English course was added to the high school in 1890, and Greek was restored to the Classical Course in 1892 at which time three full four year courses were offered in the High School.

The curriculum of the lower grades suffered but few changes from year to year. About the only changes made were in the textbooks. In 1895, the author of the Prang System of Drawing which had been adopted in the grammar grades as preliminary practice for manual training was invited to visit the schools and train the teachers in the use of his system. Vertical writing was adopted in 1895.

Hard times began knocking at the door again, and the public became critical in its attitude toward school expenses. In February, 1896, Dr. W. F. Houghton, a member of the Board of Education, offered a motion that all courses in the High School except the English course be abolished. It was a repetition of similar demands made nearly twenty years before, but this time the motion was lost by a vote of three to nine.

In March, 1897, Supt. Laird was instructed to get 25 copies each of MacBeth, Paradise Lost, Silas Marner, Emerson's American Scholar, Poe's Raven, Whittier's Snow Bound and other poems for the English classes in High School.

In September, 1897, the Board of Education adopted a revised curriculum for the High School; it comprised four courses.

First Year

	<u>Classical</u>	<u>Latin</u>	<u>Scientific</u>	<u>English</u>
	(Latin	Latin	Latin	Latin, German or Physics
First Term	(Algebra	Algebra	Algebra	Algebra
	(History	U.S. History	U.S. History	U.S. History
	(English	English	English	English
	(Latin	Latin	Latin	Latin, German or Physics
Second Term	(Algebra	Algebra	Algebra	Algebra
	(Botany	Botany	Botany	Gen. History
	(English	English	English	English

Second Year

	(Latin	Latin	Latin	Latin, German or Eng. Gram.
First Term	(Algebra	Algebra	Algebra	Algebra
	(Gen. History	Gen. History	Gen. History	Gen. History
	(English	English	English	English
	(Latin	Latin	Latin	Latin, German or Bookkeeping
Second Term	(Arithmetic	Arithmetic	Arithmetic	Gen. History
	(Gen. History	Gen. History	Gen. History	Gen. History
	(English	English	English	English

Third Year

	(Latin	Latin	German	Geometry
First Term	(Geometry	Geometry	Eng. Grammar	Chemistry
	(Greek	German	Chemistry	Eng. History
	(English	English	English	English
	(Latin	Latin	German	Geometry
Second Term	(Geometry	Geometry	Chemistry	Chemistry
	(Greek	German	Civil Gov't.	Eng. History
	(English	English	English	English

Fourth Year

	(Latin	Latin	German	English
First Term	(Physics	Physics	Geometry	Physics
	(Greek	German	Physics	Political Econ.
	(English	English	English	Reviews

	<u>Classical</u>	<u>Latin</u>	<u>Scientific</u>	<u>English</u>
	<u>Latin</u>	<u>Latin</u>	<u>German</u>	<u>English</u>
Second	Physics	Physics	Geometry	Physics
Term	Greek	German	Physics	Civil Gov't.
	English	English	English	Reviews

The courses are very similar. The Latin and Classical are identical except that, in the Latin Course, German is substituted for Greek in the last two years. The Scientific Course is the same as the Classical and Latin in the first year, but has German instead of Latin and Greek in the last three years. The English Course is similar to the Scientific except Latin is not required, but may be made optional in the first year. English is a required study in all courses for the entire four-year period. These courses were all designed to prepare students for the University.

Public sentiment in the late nineties, however, began to express itself in favor of some commercial and industrial courses in the high school. Certain public trends of feeling began to set in against Greek and foreign languages in favor of studies regarded as having more practical uses in life. It was generally felt that the High School should give more preparation to boys and girls for the business of life, and less for entrance to the University because very few of them ever pursued their studies into the University.

Supt. Hoyt, in his final annual report in June, 1896, sensed these new trends and needs and expressed a dim hope that the Lansing Public Schools might be able in the near future to realize some of them. His successor, Supt. Laird, succeeded in satisfying, on the one hand, the demands of the University by establishing the four courses as indicated above; and, on the other hand, of meeting public demand by having a fifth course adopted in 1898 for those who had no desire of carrying their studies beyond the high school. This four-year course included science, English, mathematics, history, civil government, English grammar, physiology, arithmetic, bookkeeping and reviews.

Supt. Laird also recommended a two-year commercial course, and expressed the hope that an industrial course similar to one that had been in operation in Muskegon and Kalamazoo for sometime could be inaugurated soon in the Lansing Public Schools. He felt that such courses would offer some inducement for pupils to continue their courses in the high school, at least beyond the tenth grade. Many left school at the end of the eighth grade, or before, and Supt. Laird offered statistics to show that fifty per cent of all pupils entering high school dropped out during the ninth grade and during the first half of the tenth grade. He felt that pupil mortality in the high school could be reduced by introducing some commercial, industrial, and elective subjects into the courses of study to meet a wider range of individual needs and capacities of pupils.

In January, 1900, the subject of physical culture in the schools was discussed, but the Board of Education felt it was undesirable to employ a special teacher for such instruction at that time.

In response to a citizens' petition in September, 1900, for the immediate establishment of manual training in the public schools, the Board of Education presented a supplementary budget of \$2500 to a vote of the people for the inauguration of such courses. The proposition was voted down, and nothing further was done relative to manual training for several years.

For the opening of the 1902-03 school year Mr. Sloan, principal of the high school, presented a revised course of study for the high school. It included five full four year courses: a Classical, Latin, Scientific, English and elective Commercial Course. The first four courses were practically the same as those adopted in 1897, except that English and U. S. History were made elective in the Classical and Latin course; and Civics and Reviews were made elective in the last half of the twelfth grade in the Scientific and English Course. The only substantial change or addition was in the elective Commercial which was as follows:

Ninth Grade	First Term - English, Algebra, Physiology, <u>Latin</u> , <u>German</u> , <u>Physical Geography</u>
	Second Term - English, Algebra, Mental Arithmetic, <u>Botany</u> , <u>Latin</u> , <u>German</u>
Tenth Grade	First Term - English, Algebra, General History, <u>Commercial Arithmetic</u> , <u>Latin</u> , <u>German</u>
	Second Term - English, Arithmetic, General History, <u>Commercial Geography</u> , <u>Latin</u> , <u>German</u>
Eleventh Grade	First Term - English, General History, <u>Chemistry</u> , <u>Civil Government</u> , <u>Bookkeeping</u>
	Second Term - English, English History, <u>Chemistry</u> , <u>Civil Government</u> , <u>Bookkeeping</u>
Twelfth Grade	First Term - English, English History, <u>Physics</u> , <u>Commercial Law</u> , <u>Reviews</u>
	Second Term - English, U. S. History, <u>Physics</u> , <u>Commerce</u> , <u>Reviews</u>

Underlined subjects are electives.

In June, 1903, a list of required and elective subjects in the high school was formulated for each school year.

		Required	Elective
First Year	1st Sem.	(Eng., Composition (Grammar, Classics (Latin, German 1/2 physiography, Botany
	2nd Sem.	(Eng., Composition (Classics, Algebra (((Ancient History Med. History Mod. History 1/2 Comm. Arith. 1/2 Comm. Geog.
Second Year	1st Sem.	(Eng., Comp., Rhetoric (Algebra, Classics (Latin, German Med. History Mod. History

	Required	Elective
2nd Sem.	(Eng., Composition (Rhetoric, Algebra (Classics	1/2 Comm. Arith 1/2 Comm. Geog.
1st Sem.	(Geometry, Classics (Comp., English	
Third Year	(Geom., Classics (Comp., English	Latin, German Greek, Chemistry
2nd Sem.	(Geom., Eng., Classics (Composition (Eng., History Bookkeeping Civics
1st Sem.	(Physics (U. S. History ((Latin, German Greek 1/2 Physics, 1/2 Commercial Law
Fourth Year	(Physics (U. S. History ((English Literature 1/2 Economics Arith., Grammar Reviews

The new courses of study brought about some changes and additions in the textbooks.

Carhart and Chute's Physics, in place of Avery's, was adopted; Krohn's First Book and Graded Lessons in Hygiene, Card's System of Bookkeeping, Quincy's Word List in Spelling, Kavana and Beatty's Composition and Rhetoric, Powers and Lyons Business Speller, Williams and Rogers Commercial Correspondence, Bullock's Economics, Scott and Denny's English Composition.

In June, 1904, another public request was made for the establishment of courses in Industrial Training for boys and Domestic Arts for girls in the upper grammar grades. This time the request came from the Confederation of Women's Clubs of the City of Lansing. They asked the Board of Education for the privilege of instructing the girls of the 7th and 8th grades in the Townsend St., Cedar St., Central Building, Walnut St., and Larch St. Schools in sewing, and the boys of the same grades and schools in woodwork. To make their request more acceptable, they offered to furnish the teachers and the materials necessary for the instruction of the girls, and also to give \$50 as part payment for materials necessary to start training in woodwork for the boys. The Board of Education accepted the proposition. Prosecution of the work was to be put under the direction of the superintendent, Mr. Sterling. In October, 1904, the Board of Education established courses which later grew into such an extensive and commanding place in the curriculum of the Lansing Public Schools.

With the turn of the century, the growth and diversification of industries in the city began to quicken their pace, and this growing industrialization furnished a background for new needs and trends in the development of the curriculum of the city schools.

In December, 1905, the Board of Education appropriated \$1150 for the establishment of a Woodworking Department and a Domestic Science Department in the two upper grammar grades in all the city schools, and for the employment of a supervisor of Manual Training and Domestic Science for the second semester, beginning February 1, 1906. Miss Beckworth was made supervisor of Manual Training and Miss Jarrard, supervisor of Domestic Science at \$40 per month. Rooms in the Townsend St. School were fitted and equipped for Manual Training work at an expense of \$225.

Some extracts from Supt. Sterling's annual report in June, 1906, give some idea of the scope of this work in its initial stages. "The work of the Drawing Supervisor has been partially deflected from drawing to Sloyd work in Manual Training. Although this initial work in Manual Training made possible our present work and equipment in this new department, it was felt as a distinct loss to the art work in the Drawing Department." Referring to Manual Training and Domestic Science, Supt. Sterling states, "In my judgment, no event in the program of the Lansing Schools in recent years has been fraught with greater possibilities for the boys and girls of this city, or has furnished a greater impetus and interest for education. The Old Kilbourn School has been remodeled into a most commodious bench room where boys of the 7th and 8th grades have been taught in woodwork. Number of pupils in woodwork, 172. Number of pupils in Cardboard Construction in 5th and 6th grades, 318. Number of pupils in Domestic Science in 7th and 8th grades, 193; in Domestic Art in 5th and 6th grades, 316."

Course in Music

The first record that has been preserved of graded work in music was prepared by the supervisor of vocal music, Miss Corrine Cone, in 1909.

First Grade - Rote songs, staff, clef, whole, half, and quarter notes, two part and three part measure. Simple reading exercises from the blackboard - Tone drills.

Second Grade - Rote songs, tone drills, a little written work for dictation, and the introductory chart completed and reviewed.

Third Grade - Rote songs, tone drills, scales written in all keys. The new First Reader - Part One - Completed.

Fourth Grade - Rote songs, tone drills, scales written in all keys and sharp four and seven studied and written. Parts two and three of new First Reader completed.

Fifth Grade - Tone and rhythmic drills, scales in all keys, Parts one and two in new Second Reader completed.

Sixth Grade - Major and Chromatic scales studied and written. Intermediate notes studied and sung in all keys. The new Second Reader, parts three and four completed.

Seventh Grade - Chromatic Scales and intermediate notes studied in all keys. New Third Reader, Parts one, two and three.

Eighth Grade - Major and minor scales and Fourth Reader; parts one, two and three and selected portions of part four. Voices classified and three part music sung.

Course of Study 1910-11

Beginning with the school year 1910-11, Supt. Cummings presented a complete course of study for the Lansing Schools. It is impossible, however, to give more than a mere outline of subjects for each grade. To describe in detail the amount covered in each subject, by grade, would require too much space.

First Grade

Language, Reading, Spelling, Smith's Primary Arithmetic, Chapter I - Nature Study and Hygiene, Vocal Music.

Second Grade

Language, Reading, Spelling, Smith's Primary Arithmetic, Chapter II, Addition, Subtraction, Multiplication tables up to 5×10 , Nature Study and Hygiene, Vocal Music, Drawing.

Third Grade

Smith's Primary Arithmetic, Chap. III, Spelling, Reading, Vocal Music, Drawing, Nature Study and Hygiene - Geography - Frye's First Steps in Geography and Local Geography, Vocal Music, Writing.

Fourth Grade

Reading, Spelling, Arithmetic, Smith's Primary Arithmetic -- Chap. IV, Geography, Frye's First Steps in Geography to page 127, Nature Study, Drawing, Third and Fourth Years' Applied Arts Drawing Books, Writing.

Fifth Grade

Reading, Arithmetic, Smith Intermediate Arithmetic to page 142, Spelling, Drawing, Fifth and Sixth Years' Applied Arts Drawing Books, Cardboard Construction by Tryborn, Domestic Art, Stitches and Their Application, Vocal Music, Nature Study, Geography, Frye's Complete Geography and Carpenter's Geographical Reader of North America, Writing.

Sixth Grade

Reading, Spelling, Arithmetic, Smith's Intermediate Arithmetic -- Chapter II, Geography, Carpenter's Geographical Reader of North and South America, Physical Geography of Europe, Vocal Music, New Educational Music Reader No. Three, Drawing Fifth and Sixth Years' Applied Arts Drawing Books, Cardboard Construction, Sloyd benches and use of common tools, Writing.

Seventh Grade

Reading, Spelling, Writing, Arithmetic, Smith's Advanced Arithmetic, Geography, Physical and Political Geography, Asia, Africa, Australia, U. S. History, Colonial History, Vocal Music, New Educational Music Reader No. Four, Part One - Drawing Seventh and Eighth Years' Applied Art Book, Manual Training and Domestic Arts.

Eighth Grade

Reading, Spelling, Writing, Smith's Advanced Arithmetic -- Chapter II, Vocal Music, New Educational Music Reader No. Four, Part Three Study of all keys, song in three parts, soprano, alto, bass, major and minor scales, Drawing, Seventh and Eighth Years' Applied Art Books, Manual Training and Domestic Arts.

High School

The High School Curriculum includes four courses of study: two college preparatory courses, an English Course and a Commercial Course.

Satisfactory work in one subject for a year, or two subjects -- one in each semester, constitutes a unit. Sixteen units constitute a high school course.

Subjects in the columns marked "College Course" must be taken by all students who desire to be recommended to any college.

Western College Prep. Course	Eastern College Prep. Course for girls	English Course	Commercial Course
Algebra	Algebra	Algebra	English
English	English	English	Algebra
Latin or German	Latin	Anc. History	Phys. Geog.
Phys. Geog.	Anc. History	Phys. Geog.	Spelling
Algebra	Algebra	Algebra	English
English	English	English	Algebra
Latin or German	Latin	Anc. History	Phys. Geog.
Zoology	Anc. History	Phys. Geog.	Writing
Anc. History			Comm. Arith.
			Spelling

	Western College Prep. Course	Eastern College Prep. Course for girls	English Course	Commercial Course
Second Year	1st Term	Algebra English Latin or German Zoology	Algebra English Zoology Mod. History	English Mod. History Bookkeeping Comm. Law
	2nd Term	Plane Geom. English Latin or German Botany Anc. History	Plane Geom. English Latin German or Greek Mod. History	English Mod. History Bookkeeping Plane Geom.
Third Year	1st Term	Plane Geom. English Latin or German Chemistry Mod. or Eng. Hist. Greek	Plane Geom. English Latin German or Greek Eng. History Physiology Chemistry	Rhetoric Plane Geom. Stenography Typewriting Comm. Eng.
	2nd Term	Solid Geom. English Latin or German Chemistry Mod. or Eng. Hist. Greek	Botany or Chem. Latin English German or Greek Solid Geom. English Eng. History Comm. Geog. Chemistry	Rhetoric Comm. Geog. Stenography Typewriting Comm. Eng.
Fourth Year	1st Term	English Latin or German Greek Am. History Adv. Arithmetic Physics	English Latin German or Greek Physics or Chemistry	English U.S. History Physics Arithmetic
	2nd Term	English Latin or German Greek Am. History Trigonometry Physics	English Latin German or Greek Physics or Chemistry	Physics U.S. History Physics Pol. Economy

This is the last Course of Study in the Lansing Public Schools in which Greek appears. It had never been a popular subject like Latin or German. At the turn of the century, there were over 200 pupils studying Latin in the high school, and nearly 200 studying German, but the largest number ever studying Greek at any one time was never more than twenty. In 1908, sixteen were studying Greek; in 1909, fourteen; and in 1911, there were no classes in Greek in the Lansing High

School, and there has never been any since because the demand has not been sufficient to justify the maintenance of classes.

With the disappearance of Greek, came the reappearance of French which had been stricken from the course of study in 1877.

By unanimous vote in May, 1910, the Board of Education approved the new four year commercial course, but rejected the reintroduction of French in the high school by a vote of 6 to 5; but, two years later, a motion to put French in the last two years of the high school curriculum carried by unanimous vote. The demand for French was shown by the enrollment of thirty-four in French classes the first year it was reintroduced in 1912-13.

It was at this time that the committee on Course of Study presented its recommendation for an Industrial Cooperative Course for the high school. It was an effort to relate and more closely coordinate the work of the schools with the world of business and industry, and to offer greater inducement to those finishing the lower grades to continue their course of study through the high school. The committee referred to the great number who leave school at the end of the eighth grade because many are either compelled to help earn their own living, or do not find much in the high school course that appeals to them. Then the committee stated its belief "that the public schools of the future must meet more specifically the needs of the industrial world, and accordingly recommend to the Board of Education, a course of study for such vocational training as is now in operation in the schools of Fitchburg, Mass."

The course adopted in May 1912, covered four years work. The first year was to be spent entirely in the school and the last three years' work was so arranged that each alternate week was spent in actual apprentice work in the shops and factories of the city.

First year - All School Work	Periods per week
English and Current Events	5 hrs.
Arithmetic and Shop Problems	5 hrs.
Algebra	5 hrs.
Free hand and Mechanical Drawing, bench work	8 hrs.
Second year - School and Shop Work	
English	5 hrs.
Shop Mathematics, Algebra, and Geometry	5 hrs.
Physics	4 hrs.
Civics	2 hrs.
Mechanism of Machines	5 hrs.
Free hand and Mechanical Drawing	6 hrs.
Third Year - School and Shop Work	
English	5 hrs.
Shop Mathematics	5 hrs.
Chemistry	4 hrs.

Third Year - School and Shop Work (cont'd)	Periods per week
Physics	4 hrs.
Mechanism of Machines	5 hrs.
First Aid to Injured	1 hr.
Free hand and Mechanical Drawing	6 hrs.
Fourth Year - School and Shop Work	
English	5 hrs.
Commercial Geography and Business Methods	2 hrs.
Shop Mathematics	4 hrs.
Mechanism of Machines	5 hrs.
Physics, Electricity and History	4 hrs.
Chemistry	6 hrs.
Free hand and Mechanical Drawing	5 hrs.

Seventeen enrolled in the Industrial Cooperative Course during the first year. Factories had agreed to take high school pupils as apprentices who had completed certain preliminary drawing and drafting work in school.

Vocal music had been taught in the schools for several years under the direction of a special supervisor, but in 1911-12 instrumental music was introduced and its popularity grew very rapidly under the direction of John Stephens who conducted band and orchestral work in the schools.

Under the free textbook law which came into operation in 1912, many changes were made in the textbooks and between thirty-five and forty thousand new books for the different grades were ordered and purchased for the use of the schools. In addition to supplementary reading books that were bought annually for use in the grades, it should be stated that the Public School Library through its different branch and circulating school libraries furnished many books for the use of school children free. This matter is considered in detail under "Public School Library."

From 1912, the demand for new subjects and courses of study in the schools grew apace. The city's rapidly expanding population and industrial life gave rise to a wider range of educational needs that the public schools tried to satisfy. Music and art courses, and especially some basic training in domestic science and industrial vocations, were given greater recognition and a more prominent place in the curriculum. As a means of satisfying these new demands, the Board of Education not only expanded the facilities and courses of study of the day schools, but also established a night school which in a very real sense may be considered as a part of the Public Schools. Its teaching force is drawn almost entirely from the regular teaching staff, and its course of study not only supplements the regular course of study, but also furnishes a vehicle for adult education which ties it up more closely with the community at large.

In September, 1914, the Board of Education appropriated \$2,000 for the establishment of a Night School. Over 600 enrolled the first term distributed in

the following classes - Bookkeeping 98 - Typewriting 124 - Stenography 115 - Writing 60 - Business English 96 - Reading and English 56 - Business Arithmetic 94 - Sewing and Dressmaking 126 - Cooking 44 - Free hand Drawing 14 - Mechanical Drawing 38 - Algebra 14 - Geometry 12 - German 16 - Chemistry 10 - Shopwork 15. Enrollments and the number of subjects taught in the Night School increased rapidly from year to year.

In May, 1915, domestic art, science and manual training were introduced into the high school as credit courses. Vertical writing was displaced by the Palmer system of writing.

During this year, a School for the Deaf was organized. The following year, 1916, an Open Air School was established. These more specialized forms of education which led to establishments of special rooms and to special supervisory functions are considered in the chapter "Organization."

Revised Course of Study 1916

In 1916, the Board of Education published a complete course of study for the Lansing Public Schools. Only an outline of this course of study can be given here.

It includes, under "English," a supplementary list of Grade Libraries consisting of fifteen or twenty duplicate copies of a childrens classic which is sent to each grade in a school to be read by the pupils and discussed by the teacher and then sent on to another school, to be replaced by another classic.

Grade Three

Grimm's Fairy Tales, Andersen's Fairy Tales, Baldwin's Fifty Famous Stories, Segur's Story of a Donkey, Perrault's Tales of Mother Goose, Goldsmith's Goody Two Shoes, Eggleston's Great Americans for Little Americans.

Grade Four

Kingsley's Water Babies (abridged), Sewells' Black Beauty, Carrol's Alice in Wonderland, Clark's Adventure of a Brownie, Pratt's America's Story for American Children, Andrew's Seven Little Sisters, Lorenzine's Pinochio, Kupper's Stories of Long Ago.

Grade Five

Ruskin's King of the Golden River, Craik's Little Lame Prince, Radford's King Arthur, MacDonald's At the Back of the North Wind, Kupper's Lives and Stories Worth Remembering and Arabian Nights, Spyri's Moni and The Goat Boy, Snedden's Docas.

Grade Six

Ewing's Jackanapes, Lamb's Adventures of Ulysses, Pyle's Robin Hood, Ewing's Story of a Short Life, Hawthorne's Wonder Book, Ourda's Bimba Books, Dodge's Hans Brinker.

Grade Seven

Blaishell's Stories from English History, Wyss' Swiss Family Robinson, Brown's Bob and His Friends, Lamb's Tales from Shakespeare, Twain's Prince and Pauper, Grinfell's Adrift on an Ice Pan, Mabie's Norse Stories.

Grade Eight

DeFoe's Robinson Crusoe, Kingsley's Westward Ho (abridged), and Greek Heroes, Austin's Standish of Standish, Bennett's Master Skylark, Bunyon's Pilgrim's Progress, Stowe's Uncle Tom's Cabin.

In addition to these books, many books belonging to each school were available, as well as books from the Public School Library.

Language
Grade One

Development of good oral expression is the chief object to be accomplished. This may be attained by the use of simple stories and conversations with the pupils.

Grade Two

The continued use of stories to develop use of oral expression. Also teach use of simple homonyms, common abbreviations, and a few simple verb forms. Develop the written sentence leading up to the written paragraph and story.

Grade Three

- (a) Continued use of stories to develop oral and written composition work
- (b) Principal parts of verbs in common use
- (c) Homonyms
- (d) Letter writing
- (e) Ten poems are to be memorized during the year

Grade Four

The New Webster-Cooley Course in English, Part I, is the basis of this year's work.

Grade Five

First half to page 72 of the New Webster-Cooley Course in English - Part II.
Second half - finish book.

Grade Six

New Webster-Cooley Course in English - Part III.

Grade Seven

Chapter I and Chapter II of Webster-Cooley Essentials of Grammar and Composition.

Grade Eight

Chapters III, IV, V, VI, of the same book.

Reading

In the early part of the course, the mechanism of reading is all important, but as the pupils advance above the first two grades, reading as thought should be emphasized. In addition to the basic reader, each grade should read three or four supplementary readers.

Grade One

Ward's Primer and first half of Ward's Reader.

Grade Two

Finish Ward's First and Second Reader and other second readers as desired.

Grade Three

Ward's Third Reader in first half of grade and other third readers in second half.

Grade Four

Baldwin's Fourth Reader and one other fourth reader.

Grade Five

A part of Baldwin's Fifth Reader during first half of grade and finish it in the second half; also read "Hiawatha."

Grade Six

(First half) The Neurnberg Stove, 7 weeks; "Miles Standish," 8 weeks; "The Dog of Flanders," 4 weeks.

(Second half) "Snow Bound" and other poems by Whittier, and the Tanglewood Tales.

Grade Seven

(First half) Baldwin's Hero Tales, Dicken's Christmas Carol.

(Second half) "Evangeline," "The Vision of Sir Launfal" and other poems by Lowell.

Grade Eight

Irving's Sketch Book, 11 weeks; The Lady of the Lake, 14 weeks; The Merchant of Venice, 10 weeks; The Man Without a Country, 3 weeks.

Spelling

Both oral and written spelling is to be taught. In addition to the standard lists for each grade found in the New Century Spelling Book, words found misspelled in compositions from geography, history or any other subject are to be studied.

Beginning with a minimum of four or five new words a day for first grade, the minimum number should be increased one or two words a week until eight or ten new words a day are reached in the eighth grade.

Penmanship

In all grades, the Palmer Method of Business Writing is used.

Arithmetic

The Hamilton Textbooks are to be followed in all grades. Emphasis should be put on neatness, order and accuracy in pupils' work.

Geography
Grade Three

(First half) Fairbank's Home Geography for Primary Grades.
(Second half) State of Michigan and City of Lansing.

Grade Four

Frye's First Steps in Geography to page 84.

Grade Five

Frye's First Steps in Geography finished. Carpenter's Geographical Reader of North America.

Grade Six

Frye's Grammar School Geography Part I to page 87. Carpenter's Geographical Reader of North America.

Grade Seven

Frye's Grammar School Geography completed. Carpenter's Geographical Reader of Asia, Africa, Australia and South America.

U. S. History Grade Seven

Study of U. S. History begins in the last half of Grade Seven and is concerned mostly with precolonial history.

Grade Eight

Study of the colonization and American Revolution periods during the first half, and the Administration Period and Civil War studied during last half of grade.

Nature Study and Hygiene

The object in this work is to acquaint the child with his immediate surroundings, to teach him to observe the common things in plant and animal life that he sees every day, and to take care of his own body and health.

Work in grades one, two, and three is related to the seasons. How does autumn, winter and spring affect the habits, modes of life, and appearance of plants, birds, trees, and animals. Study germination of seeds, migration of birds, hibernation of animals, reawakening of life in spring from bud, root, and seed.

Beginning with grade four, study Gulick's Good Health, grade five Gulick's Emergencies, grade six Gulick's Town and City, grade seven Gulick's The Body at Work, grade eight Gulick's Control of Body and Mind.

Music

Aim of the course in music is to help pupils to love and appreciate good music, to impart to them a knowledge of the rudiments of the theory of music, and to develop the ability to read music intelligently.

Kindergarten

Rote songs suited to the compass and ability of the child voice.

Grade One

Rote songs as outlined in Beutley's Song Primer and Gayner's Book No. One.

Grade Two

Work of Grade One continued.

Grade Three

Note work from New Educational First Reader, Part One, pages 1 to 45.

Grade Four

Teach feeling of rhythm. Finish Book One

Grade Five

Teach divided beat. Two part singing after spring vacation. Book Two.

Grade Six

Two part music. After spring vacation, Three part music. Book Three, New Educational. Eleanor Smith Music Course, Book Four.

Grades Seven and Eight

Four part music. Finish Song Reader. Finish Book Four of Eleanor Smith Music Course.

Drawing

The aim of the work in drawing is to cultivate the child's observation and appreciation of nature.

Grades One and Two

Become familiar with the spectrum colors. Plant studies, landscapes, tree study, paper cutting, design, staging.

Grades Three and Four

Use the Third and Fourth Years Applied Arts Drawing Books. Plant studies, color work, landscapes, paper construction, design, object drawing, figure work.

Grades Five and Six

Applied Arts Drawing Books, Fifth and Sixth Years. Design, Still Life, Principles of Perspective, Figure Sketching.

Grades Seven and Eight

Flower studies, landscape, designs, still life, perspective, costume design, interior decoration.

Manual Training

Aim in manual training is not to fit a child for some specific trade, but to develop the power that comes through the correlation of mental and manual processes.

Grade Five

Work consists of mechanical drawing and cardboard construction based on Trybom's Cardboard Construction. One hour per week.

Grade Six

One and one-quarter hours per week. Teach use of tools necessary for construction of Shrub Stake, Hat Rack, Tool Rack, Stand Box.

Grade Seven

One and one-quarter hours per week. One single piece model work which reviews the tool processes taught in sixth grade. A taboret which involves use of several kinds of joints. Optional work for any remaining time.

Grade Eight

One and one-half hours per week. Work entirely optional and consists largely of simple furniture, electrical apparatus and other things of interest to the individual boy.

Cookery

Teaching of cookery in sixth and seventh grade is to help girls acquire a clear conception of the fundamental principles of cookery in the preparation of food.

Grade Six

Order of dish washing, duties of general housekeepers, definitions of food, cooking and domestic science. Practical work in preparation of vegetables, cereals, beverages, soups, cheese, eggs, batters, dough, meat, fish, salads.

Grade Seven

Review and continue work of sixth grade. Extend practical work to pastry, cake, cookies, candymaking, table setting and serving, bread making, gelatine, frozen mixtures.

Domestic Art

One hour per week is devoted to instruction in the proper use of tools and textiles in making (1) canvas needle book stitches taught, blanket, basting, running, overcasting, overhanding, back stitch and combination; (2) gingham bag, basting, hemming, overhanding; (3) cooking holder, basting of hems, French hemming, sewing on buttons and tape fasteners; (4) sewing apron, choice of two styles of aprons. Basting of hems, feather stitching, sewing on lace.

Grade Eight

Work consists largely of machine work with some embroidering, tatting, etc. One hour and a half is given to it each week.

Course of Study for the High School

The work of the high school is organized on the departmental plan into the following departments: mathematics, science, history, ancient language, English, modern language, commercial, vocational, and music. Pupils who finish their course of study in the high school in a satisfactory way may, upon recommendation of the principal, enter the University of Michigan or any other school in the State without examination.

Students who expect to enter the University must take not only the required subjects of the course, but also at least two years of some foreign language and one year of science.

Those preparing for Eastern Girls' Colleges must take four years of Latin, three of German, four of English, ancient history, chemistry or physics and solid geometry or botany. Full work means four studies each semester.

The first year of the Vocational Cooperative Course is spent entirely in the school room. During the last three years, half the time is spent in the school and half in the shops.

First Year		Second Year	
<u>First Semester</u>	<u>Second Semester</u>	<u>First Semester</u>	<u>Second Semester</u>
Latin	Latin	Latin	Latin
German	German	German	German
<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>
<u>Algebra</u>	<u>Algebra</u>	<u>Algebra</u>	<u>Geometry</u>
Phys. Geog.	Phys. Geog.	Zoology	Botany
Anc. History	Anc. History	Anc. History	Physiology
Penmanship	Comm. Arith.	Mod. History	Anc. History
Comm. Arith.	Spelling	Bookkeeping	Mod. History
Bookkeeping	Bookkeeping	Shorthand	Bookkeeping
Shorthand	Shorthand	Typewriting	Shorthand
Typewriting	Typewriting	Comm. Geog.	Typewriting
Man. Training	Man. Training	Voc. Course	Voc. Course
Dom. Science	Dom. Science	School & Shop Work	School & Shop Work
Domestic Art	Domestic Art	English	English
Freehand Draw.	Freehand Draw.	Shop Math.	Shop Math
Voc. Course	Voc. Course	Algebra	Algebra
English	English	Physics	Physics
Arithmetic	Arithmetic	Mechanism and	Mechanism and
Algebra	Algebra	Mech. Drawing	Mech. Drawing
Freehand and	Freehand and		
Mech. Drawing	Mech. Drawing		

Third Year		Fourth Year	
<u>First Semester</u>	<u>Second Semester</u>	<u>First Semester</u>	<u>Second Semester</u>
Latin	Latin	Latin	Latin
German	German	German	German
French	French	French	French
<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>
<u>Geometry</u>	<u>Geometry</u>	Review Math.	Trigonometry
Chemistry	Chemistry	Physics	Physics
Mod. History	Mod. History	U.S. History	U.S. History
Bookkeeping	Bookkeeping	Bookkeeping	Bookkeeping
Shorthand	Shorthand	Comm. Law	Pol. Science
Typewriting	Typewriting	Shorthand	Shorthand
Voc. Course	Bus. Corr'dence	Typewriting	Typewriting
School & Shop work	Voc. Course	Voc. Course	Voc. Course
English	School & Shop Work	School & Shop Work	School & Shop Work
Shop Math.	English	English	English
Chemistry	Shop Math.	Shop Math.	Physics, Elect.
Physics	Chemistry	Physics	& Applied Math.
Mechanism and	Physics	Chemistry	Shop Math
Mech. Drawing	Mechanism and	First aid to	Chemistry
	Mech. Drawing	injured	First Aid
		Mechanism and	Mechanism and
		Mech. Drawing	Mech. Drawing

Subjects underlined are required for graduation. Ancient History offered in either first or second year. Satisfactory work in one subject for a year, or two subjects, one in each semester, shall constitute a unit. Sixteen units constitute a High School Course.

It seems expedient at this time in sketching the growth of the curriculum to call attention to some of the ways in which it was affected by the First World War. It was at this time that military training was introduced into the schools. Physical training and education received greater impetus and attention than it had ever received before. School gardens sprang up all over the city like mushrooms. Americanization classes were organized in the Night School. New emphasis was placed on the need for a more industrialized education. The strong feeling of hostility that the war aroused against Germany and everything that came from Germany led to the abolition of German from the course of study. In May, 1918, the Board of Education put itself on record as opposed to the teaching of German in the high school. An attempt four years later to restore German to the course of study was lost by a vote of 7 to 5, and the vote has never been reversed.

Because of closer relations with South America brought about by the war, the Board of Education voted to introduce Spanish into the course of study a few months before it voted to eliminate German.

Previous to 1918, physical education, as such, had found no place in the course of study. Athletics of various kinds, such as football, outdoor games and track events, had been conducted in the schools for many years. School

playgrounds had been in use since the beginning of the public schools. Every school had a playground where the children played games when the weather was favorable. Children generally got all the exercise they needed, but it was not under any special supervision and it had to be conducted out of doors. Previous to 1918, school buildings were not generally equipped with gymnasiums. The first grade school that had a gymnasium was the Michigan Avenue School, built in 1916. When the science building was added to the high school in 1918, a gymnasium was included; before that time, classes in physical exercises had been carried on in the gymnasiums of the Y.M.C.A. and Y.W.C.A.

In the autumn of 1917, the Board of Education adopted a course in military training and physical education as a part of the general course of study. Until the high school gymnasium was completed in 1918, classes for boys in military training were conducted in the Armory and classes for girls in the gymnasium of the Y.W.C.A.

Beginning with the school year 1918-19, physical education became a part of the course of study under the direction of a special supervisor. Frank A. Long was the first supervisor of physical education and military training and Miss Elsie Dreffein was his assistant.

Aside from the general stimulation given by the First World War to all branches of education in the public schools, the changes and additions indicated above are the main ones as far as the curriculum is concerned.

Credit Course in Music and Bible Study

In the spring of 1918, the Committee on Textbooks and Course of Study worked out a credit course for music in the high school. First year--first semester, sight reading; second semester, musical analysis. Second year--first semester, history of music; second semester, musical appreciation. Third year--first semester, elementary harmony; second semester, advanced harmony students taking the special work in music were required to actively participate in either chorus, orchestra, glee club, or band in addition to the regular classroom study in music. Credit up to a maximum of one unit was also granted to those taking music outside of school on condition that the teachers were qualified and that the instruction was of high school grade. A total of eight credits in music was granted toward graduation to all students electing music as a part of their high school work.

The same committee at this time also recommended a credit course in outside bible study for the high school. This course was based upon the historical, biographical, literary and social aspects of the Bible. Credit of one unit was granted to those who covered Bible work outlined by the high school faculty, and who passed examinations prepared, given and graded by a high school committee appointed by the principal. This was not an attempt to introduce religious instruction into the public schools but merely to promote the moral welfare of high school pupils by emphasizing the cultural and ethical value of Bible study. At one

time, as many as three hundred were receiving credit under this plan, but later the interest diminished and in recent years very few avail themselves of the opportunity.

Beginning with the school year 1918-19, U. S. History was made a required course of study in the senior year of the high school and because so many drop out of school before reaching, or at the end of, the eighth grade it was thought best to introduce the study of U. S. History into the fifth, sixth, seventh and eighth grades. Early stories of American History were put in the fifth grade, later stories of American History in the sixth grade and American History by Woodburn and Moran was made the textbook in the seventh and eighth grades. The general feeling that pupils in the public school should know more about American History was intensified by the war.

In addition to numerous changes made in high school textbooks at this time, a course in salesmanship was introduced based on a textbook by Hoover.

Visual aids in instruction such as stereopticons and projector slides had been in use in the schools for some time, but for the opening of the school year 1918 substantial additions were made to this equipment. Six hundred educational slides were purchased at a cost of \$275 for Cedar Street School to supply the north end schools. Sets of slides were passed from school to school. This equipment was very extensively expanded in succeeding years.

An advanced course in domestic science was added in the autumn of 1919 for pupils electing such a course. The following year classes in swimming were organized and a special teacher was employed to conduct such classes in the high school.

Under provisions of the James Law, a Part Time or Continuation School was established in 1920 and placed under charge of Mr. E.M. Hall who previously had been made Director of Vocational Education. According to this law, all children reaching the age of sixteen who had left school for employment in industry were given the privilege of continuing school work for eight hours per week. This part-time instruction involved only those subjects directly concerned with the pupil's job and was conducted in such a way as to improve efficiency in the work in which the pupils were employed. One hundred and ten boys and ninety-one girls qualified for beginning classes in the Continuation School.

Course of Study Published in 1922

In 1921, the junior high schools were established and this called for a revision of the curriculum to meet the requirements of the new organization. This revision of the course of study which was constructed by the superintendent, Mr. Sexton, was published by the Board of Education in 1922. It is a volume of over six hundred pages covering the entire school system from kindergarten to twelfth grade. It is impossible to give more than a brief condensation of it here.

Each subject is followed through in great detail grade by grade, stating first, the purpose; second, subject matter; third, method; fourth, equipment; and fifth, time allotment. It is constructed on a departmental or subject matter basis beginning with English which occupies one hundred and seven pages and covers all grades from the first to the twelfth.

English

The course in English includes reading; both oral and silent; spelling, grammar, written and spoken use of language. Textbooks used for each grade and the supplementary reading is indicated. Beginning with the seventh grade, and continuing through the eighth and ninth, emphasis is put upon oral and written composition and grammar. This is continued through the high school with the addition of a critical study of the different types of literature in the eleventh and twelfth grades.

Mathematics

Mathematics occupies thirty pages giving in detail the graded work from first to the twelfth grade. During the first two years, the aim is to develop number concept in the child and to teach him to read and write numbers. The next four years are spent in teaching him to become increasingly familiar with the fundamental operations in arithmetic, using them with fractions in the fifth and sixth grades. Usage of decimals and some drill in percentage is given in the sixth grade. Beginning with the seventh grade, algebra is introduced, elementary geometry in the eighth grade and commercial arithmetic in the ninth. Algebra is continued in the tenth grade, geometry in the eleventh, and trigonometry is introduced in the twelfth grade.

Science

Forty-four pages are devoted to the sciences which include geography, zoology, botany, chemistry, physics, and physiology. Of these, only geography is covered during the first seven years. In the eighth year, a general science course based on Trafton's Science of Home and Community is added which is continued through the ninth grade. Zoology is made an elective study in the first half of the tenth grade and botany in the last half. Physics is an elective subject in the twelfth grade.

Fine Arts

The fine arts occupy forty pages. Only the general aims of this course will be indicated. During the first year, acquaint the child with the use of various mediums, develop the recognition of hues, lay the foundation for a good graphic vocabulary, and develop an appreciation of good spacing. This work should be continued through the second. Third year aim is to (1) progress consistently in use of materials; (2) more thoroughly to understand color and its application; (3) learn to draw new forms; and (4) progress in design and its application to construction. Fourth year aim to (1) reach a high standard in use of drawing

as a means of expression; (2) develop ability to use any desired hue in any value; (3) gain knowledge of intensity; and (4) increase skill in handling water color. Fifth year (1) develop an appreciation of good proportion; (2) broaden knowledge of color harmony; and (3) increase skill in lettering.

Fine arts is a required study in the seventh, eighth and ninth grades.

Seventh year (1) increase command of drawing as an aid to good design; (2) widen the pupil's knowledge of mediums; (3) develop and give practice in color harmony; (4) inspire love of beauty in art and nature; and (5) intensify the realization that spacing is the basis of all artistic production. Eighth year continue work of preceding year. Ninth year (1) correlate drawing with home life of pupils; (2) develop and give practice in color harmony; and (3) inspire desire for the beautiful and artistic in all personal belongings.

An elective course is also offered in the seventh, eighth and ninth year that gives, in addition to basic required work, some special training in commercial art, cartooning, costume design, home planning and interior decoration.

Fine arts in the high school is elective and includes general art, applied art, commercial art, arts and crafts, and life sketching.

Music

First year--Text, Progressive Music Series, Book I. Songs of the Child's World - Riley and Gaynor, Book I.

Second year--Progressive Music Series, Book I; Progressive Manual I.

Third year--Same text and manual as in second year.

Fourth year--Progressive Music Series, Book II and Manual II. New Educational Book I.

Fifth year--Same text as in fourth year.

Sixth year--New Education Music Course, Book II and Book III - Manual III. Work in grade orchestra in last half of grade six, forty-five minutes per week.

Music - Junior High

One hour per week in vocal music is required of all junior high students. Work in band, orchestra, piano, or violin is elective. The general texts used are the more advanced Progressive Music Series.

Senior High School

All music in the senior high school is elective: work in chorus, glee clubs for both boys and girls, violin, band and orchestra is offered. Up to one unit of credit may be earned in any of the elective courses in music.

Physical Education and Hygiene

One hundred and seven pages are devoted to this subject in the course of study. Only an outline summary can be sketched here. Work in physical education and hygiene extends through all grades of the school system.

General purposes applying to all grades are: (1) to guard and promote health of the pupils; (2) to develop such physical qualities as strength, quickness, skill, endurance, correct posture and grace; (3) to develop such mental and moral qualities as alertness, initiative and accurate response, courage, cooperation, loyalty, good sportsmanship, and courtesy; and (4) to teach games and exercises that will furnish proper recreation for leisure hours in later life.

General methods applying to all grades: (1) physical education lessons are given twice each day--each lesson is to be ten minutes long and given by the regular classroom teacher; (2) in rhythmic training, teach the exercise one movement at a time. In rhythmic games, teach the music as well and have pupils sing as they play the game until the class is ready for the phonograph or piano; and (3) breathing exercises the same for all grades.

The program of exercises for each day of the week through the first six grades is: (1) setting up exercises; (2) rhythmic exercises; (3) acting stories; (4) game; and (5) recess games. About sixty action stories taken from the Michigan State Course of Study in physical education are included. Forty recess games are given such as Squirrels in Trees, Drop the Handkerchief, Fox and Chickens, etc.

Program of exercises taken up each month by pupils in junior high: (1) marching tactics; (2) corrective exercises; (3) Indian clubs; (4) rhythmic exercises; and (5) games which are varied from grade to grade.

In addition to this general work, swimming is taught in the seventh grade; instruction in breast, side, back and crawl strokes is taught.

In the eighth grade, diving and floating are taught, and in the ninth grade, Junior Red Cross life saving methods are given. Volleyball, indoor baseball, playground ball, track and field games are also played.

This general physical education program is carried through the high school. General competitive athletic games in all grades are participated in by pupils who may wish to do so.

Penmanship

The Palmer Method of writing is taught in all grades from first to the ninth, inclusive. Five to ten minute periods each day in the lower grades and ten to twenty minute periods in the higher grades.

History, Civics, Economics

Forty-seven pages are devoted to the course of study in history.

The study of U. S. History begins in the fifth grade. The work in the fifth and sixth grades is devoted largely to a study of American discoverers, explorers, patriots and statesmen. The text is Gordy's Stories of Early and Later American History.

Beginning with the seventh grade, European Background of American History is studied; text is Woodburn and Moran's, Introduction to American History. In the eighth grade, U. S. History is studied; Beard and Bagley's, The History of the American People. In the ninth grade, Michigan History and Civics are studied. A wide range of reference books is available for all grades.

The tenth grade in the high school begins the study of Early European History as an elective, and Modern European History in the eleventh grade. American History and Government is a required study in the twelfth grade, and Economics is elective in either tenth or twelfth grades.

Manual and Industrial Arts

Grades five to twelve inclusive:

Cardboard construction is given in the fifth grade based on Trybom's Cardboard Construction, supplemented by instructions and drawings.

Woodwork is taken up in the sixth grade. Pupils receive instruction in the use of tools, and in the making of simple utility articles which they may choose to make.

Woodwork, in its more advanced forms, is continued through the seventh, eighth, and ninth grades.

Home Economics

Grades five to twelve inclusive:

In the fifth grade, sewing in its various forms is studied and cooking is studied in the sixth grade.

Domestic Science

More advanced work in domestic science and art is offered as a required study in the seventh, eighth and ninth grades.

Food work is continued through the seventh grade. Girls meet one hour per week in the domestic science room and prepare food appropriate for breakfasts, lunches, dinners, and prepare and serve meals to four or more persons. This involves marketing, menu planning, table setting, care of dining room, etc.

Domestic art work in the eighth grade consists of selection and construction of clothing and house furnishing, textile study, hygiene, and care and repair of clothing.

A home making course is given in the ninth grade. Some elective courses in addition to the required courses are also offered.

Home Economics - Senior High

The domestic art and science courses of the senior high school follow the same general pattern as those of the junior high school but they are elective rather than required.

Commercial Education - Junior High School

Seventh year - typewriting

Eighth year - First half, penmanship - second half, business method.

Ninth year - First half, commercial arithmetic, bookkeeping - second half, business arithmetic, bookkeeping.

Commercial Education - Senior High School

Tenth year - First half, bookkeeping, commercial geography - second half, bookkeeping.

Eleventh year - First half, bookkeeping, shorthand, typewriting - second half, bookkeeping, shorthand, typewriting, business English.

Twelfth year - First half, dictation course in business literature, typewriting, commercial law, office training, salesmanship - second half, dictation course, typewriting, office training, salesmanship.

Industrial Education

Grades ten to twelve inclusive:

The purpose of the industrial course is to help boys enter the industrial world as better trained workers. The course is adapted for those who desire to obtain a high school education and at the same time to put into practice some of the things they are learning.

The method is based on the Fitchburg plan whereby students are in school only on alternate weeks. The rest of the time the boys are serving as apprentices in the shops and factories of the city.

Tenth year--First half and second half

Shop Mathematics, mechanical drafting, school shop, English, Physics, physical education.

Eleventh year

First half

Apprenticeship
Shop Mathematics
Chemistry
Drafting
English
Physics

Second half

Apprenticeship
Shop Mathematics
Chemistry and First Aid
Drafting
English
Physics

Twelfth year

First half

Apprenticeship
Chemistry
Drafting
English
Physics

Second half

Apprenticeship
Chemistry
Drafting
English
Physics

Foreign Languages

The six year Latin course begins with grade seven of the junior high school and continues through the twelfth grade. The four-year Latin course begins with the ninth grade.

The six-year French course runs through the junior and senior high school. The four-year French course begins with the ninth grade.

Spanish is offered in the eleventh and twelfth grades.

Kindergarten

The work of the kindergarten is built around play experiences, the seasons and special days. It involves rhythms, games, dances, songs and stories. School room experiences help to form a part of the child's training such as care of room, equipment, plants and birds, care of corridors and playgrounds, and the making of articles for special occasions.

Following this brief sketch of the 1922 curriculum, only the principal changes and additions will be indicated as they occur until 1942-43 when another complete outline or program of studies covering the whole school system will be given.

In March, 1923, English was made a required study in the high school for a period of three years and a semester's study of commercial English was required of all graduates of the commercial department. The following year a study of occupations by Gowan and Whateley was introduced in the first half of the ninth grade to assist pupils in making a more intelligent selection of vocations.

The work in manual training and domestic science in the fifth and sixth grades of the elementary schools was discontinued in 1927. This work had been conducted in the seventh and eighth grades since 1904 and in the fifth and sixth grades since 1906. When manual training and domestic art work in the seventh and eighth grades was incorporated into the curriculum of the junior high schools in 1921, the woodwork for boys and domestic art for girls continued in the fifth and sixth grades of the elementary schools several years longer.

In 1928, a complete and revised course of study was published by the Board of Education. It was a large volume of over one thousand pages and follows the general plan of the 1922 course of study outlined above. Only some of the more important changes and additions will be mentioned here.

More emphasis, especially in the junior high grades, is placed upon grammar and the correct use of language. Some work in general language is introduced which aims to give the pupil some idea of the relationship of English to foreign languages.

An entirely new course in social studies was introduced extending from the first to the twelfth grades inclusive. This is a unit course of study involving geography, history, civics, industry and commerce. Pupils are taught to consider the interrelation and interdependence of these subjects in their study of the life of a people. In the earlier grades, this involves the study of their own city and community, its plant and animal life. As they advance in the grades, the study is extended to other and more distant peoples and countries. In the higher grades, history, geography, and civics are more clearly differentiated. In the ninth grade, the pupils' relation to the industrial world is emphasized. In the high school, the social studies course is split up into more definite courses of history and civics.

The fine and industrial arts course has been considerably enlarged and re-organized in the 1928 edition of the course of study. To quote from the introduction, "Fine arts is increasingly coming to be used as the term to designate the study of the elements of design, decoration and the appreciation of the beautiful. Drawing as a term for a separate study is gradually dropping out, except for mechanical, architectural, or other forms of vocational work, since drawing is becoming more an integral part of the work in industrial and fine art. There has been an increasing tendency to reduce the number of studies which, in the past, have been split up into separate subjects and to combine them wherever possible. In the case of the Lansing Public Schools, this combination has taken the form of a course in industrial art, the object of which is to

clarify ideas gained in other subjects. This combination is effective in grades one to six. In the junior and senior high schools, the separation has again been made and fine arts studied as such." The combination referred to under industrial art is very closely related to subject matter taught in the social studies course in the first six grades.

History, civics and economics in the 1922 course of study have been absorbed in the social studies course in the 1928 edition.

Also the general science course is considerably enlarged in the 1928 edition by the addition of several elective courses such as agriculture, plants and animals, general hygiene and sanitation.

In the foreign language course of the 1928 edition, a five and a four-year Latin course is offered instead of a six and four-year course as in 1922. The six and four-year courses in French given in 1922 are reduced to a one two-year course while the two-year course in Spanish remains the same as in 1922.

The commercial education course of the 1928 edition remains about the same except that commercial English has been added to the twelfth grade.

The home economics course is greatly enlarged by the addition of several household arts courses, and household science courses and cafeterias and courses in the junior and senior high schools. The aim in these courses is to give the girls the same practical experience in running a home, sewing and cooking and dietetics, buying and planning that the boys obtain in their courses in industrial education.

The course in industrial education is about the same in the 1928 edition as it was in 1922 except that the subject of trade technology is added and one elective subject which may be mechanical, automobile, electrical, building, printing. The course is closely tied up with the industries of the city and provides that each alternate week be spent by the pupil in actual shop and factory work.

Manual and industrial arts courses remain about the same as in 1922, and the same may be said of the kindergarten work.

In 1930, the Rugg series of history was introduced into the social studies course of the junior high schools. Introduction to American History was put in 7B in place of Essentials of Geography by Brigham and McFarlane; Changing Civilization in the Modern World in 7A in place of Introduction to American History by Woodburn and Moran and A History of American History by Rugg in 8B.

The cooperative industrial course which had been organized in the high school in 1912 and had two hundred boys enrolled in 1932 was reorganized so that all the pupils' time was spent in school instead of each alternate week in the factories and shops. This change was made advisable by the post-war depression which reached its lowest ebb in 1932. It was thought best to prevent underclassmen from competing with high school graduates for available jobs in printing, drafting, wood-working, machine shop and in automechanics. From that time, all work in the

industrial course was confined to the high school.

In April, 1932, work in eight courses in the Night School was approved by the State Supervisor of Industrial Education as eligible for State reimbursement under the Smith-Hughes law: architectural drawing, automechanics, electrical testing, machine operations, mechanical drafting, die designing, radio service, and blueprint reading.

In 1933, the course of study in social studies, English, and language was revised and a new course of study in character education was written which was also later revised. It became a part of the general course of study in 1933. Only a brief outline of the course in character education is attempted here.

The revised edition of 1934 and of 1935 was in two parts: Part I, 100 pages, covered grades one to six inclusive and kindergarten, and Part II, 185 pages, extended the work from grade seven to twelve inclusive.

Part I is built around the following traits which were chosen as most desirable in the building of good character: honesty and trustworthiness, truthfulness and sincerity, fairness and justice, patriotism and loyalty, temperance, cooperation and obedience, courtesy and friendliness, reverence and respect, health, courage and self control, orderliness and system, industry and thrift, initiative and leadership, service, promptness and dependability. Information concerning these traits is given in all classroom work by both direct and indirect methods. Certain situations and problems are outlined and correct responses indicated. Various school activities, work, play, and games are used as opportunities both for the teaching and practice of these desirable traits. The course is prefaced by a statement of physical, emotional and mental traits and moral ideas and forces that are dominant in early childhood, middle childhood and later childhood; and a child's code of morality by William J. Hutchins.

Part II is constructed on a plan similar to Part I, and uses practically the same traits as desirable objectives of character education. The method of teaching is similar. Under each trait, are grouped many practical problems and questions which may be used by the teachers for class discussions. Teachers are privileged to use the problems suggested or to substitute others as the occasion may dictate. The only requirement is that they devote at least one period per week, according to one of the several plans suggested whereby each class would have the opportunity of considering once a week topics suitable to character education.

In the autumn of 1934, a six-week course in home economics was offered to adult women in three classes--Feeding the Family, Clothing the Family, Buying for the Family--for which the State, through the Smith-Hughes Act, met seventy-five per cent of the expense.

In 1938, a general revision of the entire curriculum was undertaken. The course of study in art, in manual training, in kindergarten and primary grades, in

home economics, and the English course in junior and senior high school were completed in 1939. In 1940, Dr. O. I. Friedrich was employed to direct and complete the revision of the whole course of study, an enterprise in which the entire teaching force cooperated.

Beginning with 1940 and 1941, the demands of the second World War brought about many changes and additions to the school curriculum, some of which were temporary and some permanent. These changes were made largely in the field of industrial education. Coincidentally with this demand made by war industries upon the schools, a general reorganization of the industrial courses of study was facilitated by the building of the new J. W. Sexton High School and the transformation of the old Central High into a Technical High School. This offered opportunities for industrial education and training in all the junior and senior high schools, the Technical High School and the Night School. Complete courses of study in these schools for 1943-44 are given at the end of this chapter.

In June, 1940, the Board of Education voted to cooperate with the Michigan State Plan for Vocational Education Programs for National Defense. Under this plan, many special National Defense courses were organized. As early as November, 1941, fifteen such classes had been established with a teaching force of fourteen. The work was placed under a special director and by April, 1942, the number of classes had been increased to twenty-five. Equipment for conducting such classes was furnished by the State. In the spring of 1943, the State Department of Control for Vocational Education chose Lansing as a desirable place for a model school to promote interest in technical vocational work. Cost of equipment loaned by the State to the Lansing schools from time to time totaled more than \$200,000. Most of this equipment was installed in the Lansing Technical High School, formerly the Central High.

In addition to these classes for National Defense, many other special classes were organized and conducted by the Lansing Board of Education for which it was reimbursed by the State to the extent of seventy-five per cent.

A class of N.Y.A. boys and a group of W.P.A. men were organized for work in machine shop and automechanics. Apprentice courses in the field of plumbing, electricity and bricklaying were organized.

In February, 1941, a director of N.Y.A. classes in the high school was appointed. These classes were composed of unemployed people from 16 to 25 years of age who were desirous of qualifying for defense work. Later in the year courses were organized and conducted for the training of women between the ages of 21 and 50 for community nursing.

Early in 1942, a new course in Practical Home Nursing was established. In the high school, certain subjects were emphasized that had more or less direct connection with the National Defense Program. The following summary is taken from

the minutes of the Board of Education for October, 1942:

"(1) All boys are urged to take all the mathematics and science, especially physics, they can get in junior and senior high school.

(2) The mathematics department is emphasizing problems which have to do with the navy, aviation, range finding, and problems of like nature in all the mathematics classes.

(3) Social science is stressing geography, points in current history, economic and natural resources with special emphasis on patriotism.

(4) The home economics department is stressing nutrition and the care of clothing and the renovation of old garments.

(5) A corps in direct military training for boys has been organized in each high school.

(6) In the art department posters for all kinds of war work are made.

(7) A course in the fundamentals of radio, the Morse Code and similar work is conducted.

(8) An aviation course covering ground school programs as outlined in the army and navy program is conducted.

(9) The industrial arts department is working along war lines through the regular program as there is a great demand for machinists and mechanics of all kinds.

(10) The commercial department is expanding its work because of the great demand for typists, bookkeepers, stenographers and clerical help of all kinds.

(11) The chemistry classes are giving attention to defense against chemical warfare.

(12) A great mass of material for use in the school is constantly coming from the government and other sources. This is being passed out to the people in the school system with the recommendation that it be used to the greatest advantage in promoting the defense program."

These brief references to activities conducted in relation to the national defense program indicate some of the specific ways in which emphasis was placed upon the work of the public schools by the war economy.

By the close of 1941, most of the work on the revision of the course of study under the direction of Dr. O. I. Friedrich was practically completed. It should be borne in mind, however, that this most recent general revision of the

curriculum was begun before Dr. Friedrich was made director of the work and is still under process of construction. The actual work was done by committees of teachers working under direction of the special supervisors and heads of departments. The revision of the course in English was under the direction of Miss Wagenvoort and the Foreign Language course under direction of Supt. Sexton. The revision of the course for kindergarten and primary grades was under the direction of the supervisor of the primary grades. The work of all these committees was coordinated and directed by Dr. Friedrich who finished his work in 1940-41. Certain courses are still under process of revision. At present the curriculum of the entire school system covers between two and three thousand pages of printed matter. It is impossible to give here but a brief capitulation.

Kindergarten

The kindergarten course of study deals in such a way with material, experiences, and activities appropriate to the capacities of early childhood that certain desirable outcomes may be achieved.

These experiences are related to work activities, music, literature, social studies, health, nature study and science, general language, and character education. Materials for work activities include blocks, paper, wood, clay, cloth, crayons, paint, sand and toys. Various ways in which these materials may be used are indicated. Certain units of work are outlined.

Music is used to develop a sense of rhythm through songs appropriate to various bodily movements. Out of such rhythmic responses greater ease of movement and better motor control are secured. Songs are sung relating to animals, community life, holidays, Mother Goose, nature, toys, etc., to improve ability to detect differences in pitch and to enjoy singing and listening to songs.

Musical records are used and certain musical instruments such as drums, triangles, bells, etc., to develop sense of tone differences and to create enjoyment of musical sounds.

Social Studies are related to home and community life and deal with such things as food, clothing, shelter, health, holidays and work. Various activities are indicated such as taking trips to a store, farm, zoo, airport, etc., and then to reproduce them in the school room through play activities.

Work in literature deals chiefly with reading and telling stories to create interest and enjoyment in stories, poems and books. In language work, children are encouraged to tell their own experiences, describe things they have seen and to engage in free discussion.

Science and nature study is built around plant life, animal life, seasons, weather, rivers, mountains, forests and fields. Various activities are outlined through which children may be taught to observe and to gain more intimate knowledge of the immediate world in which they live.

The aims of health and safety work is to teach the children good health rules and habits. To attain such results numerous activities are indicated.

Early Elementary English

The course of study in English for the early elementary grades--one, two and three--includes reading, oral and written expression, spelling, correct use of simple language forms, some common verbs and pronouns, use of simple sentence structure, capitalization and punctuation.

During the first year, the child, through directed reading activities, should acquire a sight vocabulary, develop some phonetic sense and learn that words and phrases have thought and meaning. In the second and third year, these skills and abilities are still further developed and some knowledge acquired of simple language forms and sentence structure.

Arithmetic

Course of study in arithmetic for each grade is outlined under: (1) objective, (2) subject matter, (3) method. In the first grade children are taught to count numbers from 1 to 100, to read numbers from 1 to 50, learn money value of penny, nickel, dime, meaning of square, circle, oblong, pint, quart, cupful, dozen, feet, inches, pound, learn counting of ordinals up to fifth, meaning of time in days of the week and hours of the days, various methods are given for acquiring such knowledge among which games play a prominent role. 2B children learn to count up to 300, to count to 12 by 2's and to 100 by 5's and 10's, to read numbers up to 100 and write numbers to fifty, learn fundamental addition and subtraction facts about numbers up to 10. 2A children review 2B work and read numbers to 1,000 and write numbers to 200, learn ordinals to tenth, make change to 50 cents, tell time by hours and half hours, add by endings without bridging decades, continue developing concept of measure. Third grade pupils count 4's to forty, 5's to 60, 6's to 72, learn column addition with two and three figures, multiply three digit numbers with one digit multiplier, divide three digit numbers by single digits up to 6, learn simple measurement abbreviations and signs of the four operations. In all the grades many methods and devices are indicated by which the specific goals may be attained.

Social Studies

Capitulation of social studies and science work. The detailed course of study covers ninety pages. 1B--Safety work, home, holidays and festivals, current events, vacation activities, science. 1A--Health, school, holidays and festivals, current events, vacation activities, science. 2B--Community helpers and servants such as milkman, baker, policeman, grocer, etc., food, shelter, clothing,

holidays and festivals, current events, vacation activities, science. 2A--Continuation of same subjects with transportation and communication added. 3B and 3A--Holidays and festivals, current events, vacation experiences, science continued with the addition of study of Indiana, pioneer life, buildings, factories, rivers, parks, and schools of Lansing.

Music

Instruction in music for first three grades follows rather closely the work given in the Music Hour Series which is used as a basic text. First grade--(1) matching tones, (2) rote songs, (3) rhythmic development, and (4) original songs. Second grade--Work of first grade continued with addition of (1) use of music book, (2) value and name of notes, (3) time signature $4/4$, $3/4$, $2/4$, and (4) technical terms: staff, names of notes, measure. Third grade--Previous work continued with addition of (1) syllables, (2) note value, (3) time signatures, (4) sight reading (5) study of technical terms continued and extended, (6) rules for finding Do, and (7) divided beat.

Art

Art work in kindergarten to third grade inclusive. Only the goals to be attained by each grade are indicated here: (1) a growing confidence in the ability to express one's ideas in picture form or in simple construction, (2) increased ability to make large free drawings and paintings, (3) growth in ability to mix water color and to manage materials, (4) growing appreciation of the value of water color, (5) ability to use ruler for straight lines and measuring inches and half inches, and (6) experience in using (a) crayon, (b) water color, (c) easel paint, (d) plastecine, (e) dry clay, (f) sewing, (g) cardboard, and (h) paper in construction.

Later Elementary English

Course of study in English for grades 4B to 6A inclusive. The course covers reading, literature, oral and written composition and spelling.

4B reading--(1) some early American history stories, (2) read weekly school newspaper once a week, and (3) read many library books.

4B literature--(1) read good material for opening exercise, (2) read and recite poetry and prose during literature period, (3) commit to memory one memory gem each week, and (4) commit to memory at least 50 lines of poetry or prose.

4B oral composition--(1) clear enunciation and correct pronunciation, (2) children should learn to talk from outline, and (3) drill on word usage and vocabulary building.

4B written composition--(1) five very short compositions are required, (2) attention should be given to sentence structure and paragraph building, and (3) teach rules for capitalization and punctuation.

4B spelling--(1) teach all work as outlined; word list of 250 words and supplementary lists of misspelled words from compositions, (2) teach diacritical marks,

and (3) help child to overcome peculiar spelling difficulties. This general plan is followed in each of the succeeding grades through 6A.

No basal reading text is used, but stories that have become classics are used such as stories of great American men and women in 4A, Robin Hood in 5B, King Arthur in 5A, Council of the Gods of Greece and Rome in 6B, and the Children's Odyssey by Gale in 6A.

Arithmetic

Course of study in arithmetic for grades 4B to 6A.

4B review work of preceding grades.

- (1) Reading and writing of numbers through 10,000.
- (2) Making change up to one dollar.
- (3) Addition combinations with tens added.
- (4) Column addition with four columns.
- (5) Multiplication tables from 6 to 12.
- (6) Multiplication with two figures in multiplier not more than four in multiplicand.
- (7) Short division with divisors from 6 to 12.
- (8) Meaning of signs: +, -, X, ÷.
- (9) Simple thought problems.

4A review of work of preceding grades.

- (1) Reading and writing of numbers through 100,000.
- (2) Multiplication with three or more numbers in multiplier and with multiplier ending with one or more ciphers.
- (3) Reading, writing, adding and subtracting of dollars and cents.
- (4) Long division - two figures in divisor.
- (5) Simple thought problems.

- 5B---(1) Reading and writing of Arabic numbers to 1,000,000.
- (2) Long division with three or more figures in the divisor.
 - (3) Introduction of fractions.
 - (4) Reduction of fractions to lowest terms.
 - (5) Addition of fractions.
 - (6) Addition of mixed numbers.
 - (7) Subtraction of fractions.
 - (8) Subtraction of mixed numbers.
 - (9) Thought problems.

5A review work of preceding grades.

- (1) Multiplication of fractions and of mixed numbers.
- (2) Division of fractions and of mixed numbers.
- (3) Roman numerals.
- (4) Thought problems.

- 6B---(1) Introduction of decimals.
- (2) Reading and writing of decimals.

- (3) Addition, subtraction, multiplication and division of decimals.
- (4) Thought problems.

6A review work on fractions and decimals.

- (1) Some oral work in practical calculation problems.
- (2) Practical problems involving measure of surface, liquid and dry measure, time and weight measures, also problems involving averages, fractional parts, loss and gain, areas, making change, etc.

Social Studies

Course of study in social studies for grades 4B to 6A, inclusively. Capitulation of subject matter taught in each grade.

- 4B--- (1) The Belgian Congo and Amazon Region
 (2) Eskimos, Antarctica, Lapland
 (3) Nomads, including Sahara Desert

- 4A--- (1) Norway and Vikings
 (2) Switzerland
 (3) Netherlands
 (4) China

5B--- South America

- 5A--- (1) U. S. and Dependencies
 (2) Central America
 (3) Mexico
 (4) West Indies

- 6B--- (1) British Empire
 (2) Mediterranean Lands
 (3) Independent Countries

- 6A--- (1) France and Colonial Possessions
 (2) Netherlands, Belgium, Denmark
 (3) Scandinavian and Baltic Sea Countries
 (4) Central Europe
 (5) Union of Soviet Socialist Republics
 (6) Independent Countries of the Orient

More than two hundred pages are devoted to methods of presentation of social studies subject matter through units of study. For example, the 4B work is divided into three units of study: (1) The Hot Wet Lands, including Belgian Congo and the Amazon Region, (2) Cold Lands, including the Eskimos, Lapland, Antarctica, and (3) Dry Hot Lands, including the Desert Nomads and Sahara Desert. The work of each grade is thus broken up into units of study that include certain features, activities, and characteristics that are common to certain areas, countries, or people.

Music

Course of study in Music for grades 4B to 6A, inclusively. The work in music for these grades is a continuation of the work in the preceding grades and follows rather closely the plan of the basic text, the Music Hour Series. The fourth grade uses the third book of the Series; the fifth grade, the fourth book, and the sixth grade, the fifth book.

Art

Course of study in art for grades 4B to 6A, inclusively. Only a capitulation of goals to be attained is given here.

- (1) Increased ability to use all mediums with greater ease and better effect.
- (2) Increased ability to sense color harmonies.
- (3) Growing ability to mix colors in intermediate hues with different values and intensities.
- (4) An increasing tendency to apply art to life situations such as clothing, room decoration, written work.
- (5) Growing ability to use ruler units of measure from one half inch in 4B to one sixteenth inch in 6A.

Through all the grades, the art work is closely correlated to school work, especially to the work in social studies. Over a hundred pages are devoted to suggestions to teachers and to methods of subject presentation.

Text Books

Free textbooks used in the elementary grades--Atwood-Thomas Geographies-Books I, II, III, and many other reference books. No basal textbook in reading but many different reference books are used. In music, the Music Hour Books, the Progressive School Music Series, and the Universal School Music Series are used.

Outline of Courses of Study and Text Books for the Lansing Junior High Schools 1943-44

The junior high school course is three years or six semesters in length. A pupil normally takes six subjects, each class meeting five times per week for a semester. If he has done satisfactory work, he is given credit for each of these subjects at the end of the semester, giving him a total of six credits for a semester's work. Since there are six semesters in the junior high school course, thirty-six credits are required for graduating.

Pupils who wish to enter college must take their high school work at J. W. Sexton or Eastern High. Pupils who wish to take a non-college academic or a commercial course which does not prepare them for college must also attend either one of these schools.

Pupils who wish to prepare themselves for skilled trades and occupations should enter the Technical High School at the completion of their junior high school work.

Junior high school graduates may enter any of these senior high schools, regardless of electives taken by them in junior high school.

SEVENTH YEAR

7B Grade

Required Subjects

ENGLISH 1
MATHEMATICS 1
SOCIAL STUDIES 1
FOODS & HOMEMAKING 1 (Girls)
HOUSEHOLD MECHANICS 1 (Boys)
*PHYS. & HEALTH EDUCATION 1
*MUSIC 1

Elective Subjects (choose one)

General Art
**Ceramics 1
Boys' Choir 1
Violin 1
Band 1
Orchestra 1
**Harp 1
#Safety & First Aid 1
#Girls' Choir 1

7A Grade

Required Subjects

ENGLISH 2
MATHEMATICS 2
SOCIAL STUDIES 2
CLOTHING & HOMEMAKING 1 (Girls)
HOUSEHOLD MECHANICS 2 (Boys)
*PHYS. & HEALTH EDUCATION 2
*MUSIC 2

Elective Subjects (choose one)

Everyday Art
**Ceramics 1 or 2
Boys' Choir 1 or 2
Violin 1 or 2
Band 1 or 2
Orchestra 1 or 2
**Harp 1 or 2
Girls' Choir 1

EIGHTH YEAR

8B GradeRequired Subjects

ENGLISH 3
 MATHEMATICS 3
 SOCIAL STUDIES 3
 GENERAL SCIENCE 1
 PHYS. & HEALTH ED. 3

Elective Subjects
 (choose one)

Sketching (1st sem. only)
 Drawing & Painting (2nd sem. only)
 **Ceramics 1 or 2
 Penmanship 1
 Foods & Home Making 2-(Girls)
 Clothing & Home Making 2 (Girls)
 Cafeteria 1
 Drafting 1
 Agriculture 1
 Dramatics 1
 Chorus 1
 Violin 1,2, or 3
 Band 1,2, or 3
 Orchestra 1, 2, or 3
 **Harp 1,2, or 3

8A GradeRequired Subjects

ENGLISH 4
 MATHEMATICS 4
 SOCIAL STUDIES 4
 GRAMMAR
 PHYS. & HEALTH ED. 4

Elective Subjects
 (choose one)

Sketching (1st sem. only)
 Drawing & Painting (2nd sem. only)
 **Ceramics 1 or 2
 Penmanship 1
 Business Training
 Foods & Home Making 2 (Girls)
 Clothing & Home Making 2 (Girls)
 Cafeteria 1
 Drafting 1
 Woodworking 1
 Printing 1
 Agriculture 1 or 2
 Dramatics 1 or 2
 Chorus 1 or 2
 Violin 1,2,3, or 4
 Band 1,2,3, or 4
 Orchestra 1,2,3, or 4
 **Harp 1,2,3, or 4

NINTH YEAR

9B GradeRequired Subjects

ENGLISH 5
GENERAL SCIENCE 2
SOCIAL STUDIES 5
PHYS. & HEALTH ED. 5

Elective Subjects
(choose one)

##Algebra 1
Latin 1
Crafts (1st sem. only)
Illustrating (2nd sem. only)
**Ceramics 1 or 2
Business Training
Personal Bookkeeping 1
Penmanship 1
Typewriting for Personal Use 1
Foods & Home Making 2 (Girls)
Clothing & Home Making 2 (Girls)
Cafeteria 1
Woodworking 1
Drafting 1
Printing 1 or 2
Metalworking 1
Agriculture 1 or 2
Dramatics 1 or 2
Creative Writing 1
Speech 1
Chorus 1, 2, or 3
Violin 1, 2, 3, 4, or 5
Band 1, 2, 3, 4, or 5
Orchestra 1, 2, 3, 4, or 5
**Harp 1, 2, 3, 4, or 5

9A GradeRequired Subjects

ENGLISH 6
GENERAL SCIENCE 3
SOCIAL STUDIES 6
PHYS. & HEALTH ED. 6

Elective Subjects
(choose one)

##Algebra 1 or 2
Latin 1 or 2
Illustrating
Crafts (1st sem. only)
**Ceramics 1 or 2
Business Training
Personal Bookkeeping 1
Penmanship 1
Typewriting for Personal Use 1
Typewriting 1
Foods & Home Making 2 (Girls)
Clothing & Home Making 2 (Girls)
Cafeteria 1
Woodworking 1
Drafting 1 or 2
Printing 1 or 2
Metalworking 1
Agriculture 1 or 2
Dramatics 1 or 2
Creative Writing 1 or 2
Speech 1 or 2
Chorus 1, 2, 3, or 4
Violin 1, 2, 3, 4, 5, or 6
Band 1, 2, 3, 4, 5, or 6
Orchestra 1, 2, 3, 4, 5, or 6
**Harp 1, 2, 3, 4, 5, or 6

The number after a subject means the semester in which the subject is given. Therefore, 1 always means the beginning of the subject, and 2 the second semester's work in that subject, 3 the third semester's work and so on.

A pupil electing violin, band, or orchestra in any semester will be classified according to his ability in that subject.

*In the 7th grade, Physical Education meets four times per week and Music once a week, the two counting as one credit.

**Given in West Junior High School only.

#Given in Pattengill Junior High School only.

##Algebra is not absolutely required of all pupils but should be taken by

everyone unless there is a very good reason to the contrary. Algebra is needed as a background for many senior high school and college subjects. It is true that a pupil will be promoted to the 10th grade without having had algebra; however, he will find it to his advantage to have taken this subject in junior high school. Hence, to avoid inconvenience and trouble later on, all pupils should elect algebra unless excused by the principal after conference with, or communication from, the parents.

Additional credit of one hour per semester may be secured by taking music lessons or Bible Study out of school, if the nature of the instruction and the amount and quality of the work meet school requirements. This work should be commenced at the beginning of the semester. Full information can be secured from the principal. Application for this work should be made at the office at the beginning of each semester.

Junior High School Text Books

SEVENTH GRADE:

Literature--Various sets of selected books
 Webster--Secondary School Dictionary
 Douglass and Kinney--Junior Mathematics, Bk. I
 Brigham & McFarlane--How the World Lives and Works
 Campbell, Webb & Nida--The Old World, Past and Present
 Giddings, Earhart, Baldwin--Junior Music

EIGHTH GRADE:

Literature--Various sets of selected books
 Webster--Secondary School Dictionary
 Douglass & Kinney--Junior Mathematics, Bk. II
 Douglass & Kinney--Everyday Mathematics
 Barker, Commager & Webb--The Building of Our Nation
 Harris & Lacey--Everyday Foods
 Powers, Neuner, Brunner & Bradley--Exploring Our World
 Agriculture--Hammonds & Woods--Today's Agriculture, Davenport & Nolan--Agricultural Arts
 Palmer--Methods of Business Writing
 Brewer, Hulburt, Caseman--Elements of Business Training
 Giddings, Earhart, Baldwin--Junior Music

NINTH GRADE:

Literature--Various sets of selected books
 Hermans--Studies in Grammar
 Webster--Secondary School Dictionary
 Stone--The New Mathematics, First Year Algebra
 Zu Tavern & Bullock--Business of Life
 Eastburn, Keeley & Falk--Planning Your Life for School and Society
 Keohane & Keohane--Exploring Your Community
 Harris & Lacey--Everyday Foods
 Powers, Neuner, Brunner & Bradley--Our World Changes
 Powers, Neuner, Brunner & Bradley--Using Our World
 Scott-Horn--Latin Book I

NINTH GRADE (CONT'D):

Lessenberry & Jevon--20th Century Typewriting, Complete Second Edition
 Blackstone & Yerian--Typewriting for Personal Use
 Kirk, Street & Odell--Bookkeeping for Immediate Use, Brief Course

Outline of Courses of Study and Text Books for
 The J. W. Sexton High School, The Eastern High School,
 and the Technical High School
 1943-44

Four principal courses are given in the Lansing Senior High Schools--the Academic, the Non-College Academic, the Commercial, and the Technical. Twenty-four credits or twelve units above the ninth grade constitute a senior high school course.

A credit is earned by successfully completing a semester's work in a subject which meets five times a week.

A unit is earned by successfully completing a year, or two semester's work in a subject which meets five times a week. Therefore, two credits are the equivalent of one unit of work.

Academic Course

This is the course which prepares a student for entrance into a college or university upon graduation from the high school. A good grade of scholarship is necessary in order that graduates from this department may be recommended for entrance into college. Care must be exercised in the choice of electives so that the entrance requirements of the college the student desires to attend will be met.

College entrance requires that pupils shall have completed two major and two minor sequences of work in high school.

A sequence is the receiving of credit for the successful completion of work in the same subject-matter field for two or more years.

A minor sequence is the result of successfully completing work in the same subject-matter field for two years or receiving two units of credit.

A major sequence is the result of successfully completing work in the same subject-matter field for three years or receiving three units of credit.

The five subject-matter fields where sequences are involved are: English, Foreign Languages, Mathematics, Science, and Social Studies. The different subjects within these fields are as follows:

A. ENGLISH. A major sequence of 3 units is required.

B. FOREIGN LANGUAGES. A major sequence of 3 units may be earned in Latin. A minor sequence of 2 units may be earned in Spanish or in French by taking either language for 2 years.

C. MATHEMATICS. A minor sequence in this group must include 1 unit of Algebra and 1 unit of Geometry. A major sequence is formed by adding to this minor sequence 1 or more units from the following: Algebra 1/2 to 1 unit, Solid Geometry 1/2 unit, Trigonometry 1/2 unit, and Physics 1 unit.

D. SCIENCE. Any 2 units selected from the following constitute a minor sequence; a total of 3 or more units constitute a major sequence: Physics 1 unit, Chemistry 1 unit, Biology 1 unit. Physics may not be counted in group D if it is to be counted in group C.

E. SOCIAL STUDIES. Either a major or minor sequence may be chosen by selecting units from the following: American History 1 unit, American Government 1/2 unit, Economics 1/2 unit if taken in grades 11 or 12, and World History 1 unit.

Ninth grade English, ninth grade Algebra, and ninth grade Latin in Lansing junior high schools will count toward these sequences.

A pupil entering college on the Liberal Arts Course must have earned in high school a major in English, another major selected from groups B, C, D, or E, and two minors selected from group B, C, D, or E.

The schools of Engineering, Dentistry, Architecture, Music, Pharmacy and Nursing have special requirements for admission in terms of sequence of study.

Non-College Academic Course

The Non-College Academic Course does not require the pupils to meet the major and minor sequences mentioned above. A pupil taking this course must take the required subjects of the Academic Course. Electives may be chosen from either the Academic or Commercial Course.

Commercial Course

The requirements for graduation from the Commercial Course are given in the following five paragraphs:

1. Not to exceed one unit (two credits) can be elected outside the Commercial Course of Study.
2. Those taking Office Practice must have had Typewriting 1 and 2 before electing it.

3. Those electing to prepare for stenographic positions must take four semesters of Shorthand, four of Typewriting, and one of Office Practice. Pupils may, however, drop Shorthand at the end of either the first or second semester without loss of credit if a change to the Bookkeeping, Selling, or general clerical sequences is elected.

4. For retail or general business work, it is recommended that pupils elect general business courses in the following order: Business organization, Salesmanship, Store Merchandising, Commercial Law, Advertising, Money Management, and Economics.

5. Pupils shall not be permitted to change to the Commercial Course later than the first semester of the eleventh grade without taking sufficient extra work to make eight units from the Commercial Course.

Technical Course

The technical courses prepare for entrance into skilled trades and occupations and are given only at the Technical High School.

Boys and girls fourteen years of age and older who have finished the ninth grade, young people sixteen years of age or over who have left the full-time school, and high school graduates may enroll at the Technical High School. Their choice of a course must be endorsed by the supervisor of guidance and placement.

Seniors and juniors attending the J.W. Sexton or Eastern High School who want to begin to learn a skilled occupation before graduation can arrange to take shop work at the Technical High School on a part-time plan. School counselors will help students in arranging such a program.

The numbers to be accepted in any one occupation will be limited so that each one completing a course may be assured a reasonable chance of employment. The placement department of the public schools will attempt to find suitable employment for those completing courses.

COURSES OF STUDY OFFERED AT
THE J.W. SEXTON HIGH SCHOOL AND EASTERN HIGH SCHOOL

TENTH YEAR

Courses

		<u>10B Grade</u>	<u>10A Grade</u>
NON-COLLEGE ACADEMIC	ACADEMIC	ENGLISH 3	ENGLISH 4
		PHYSICAL EDUCATION 1	PHYSICAL EDUCATION 2
		*Algebra 1, 2, or 3	Geometry 1
		Geometry 1	Latin 4
		Practical Mathematics	French 2
		Latin 1, 2, or 3	Spanish 2
		French 1	Biology 2
		Spanish 1	World History 2
		Biology 1	Public Speaking 1
		World History 1	Debate
		Drawing & Painting	Design
		**Personal & Social	Crafts
		Problems 1	Commercial Art
		Cafeteria	General Art
		Clothing 1	**Personal & Social
		**Foods 1	Problems 2
		Drafting 1, 2, or 3	Clothing 2
		Printing 1, 2, or 3	**Foods 2
		Woodworking 1 or 2	**Home Service
	COMMERCIAL	#Automotive Work 1	Drafting 4
		##Music 1	Woodworking 3
		General Metal Working	Printing 4
			#Automotive Work 2
			##Music 2
			Any subjects offered in the pre-
			ceding semesters may be elected.
		-----	-----
		ENGLISH 3	ENGLISH 4
		PHYSICAL EDUCATION 1	PHYSICAL EDUCATION 2
		COMMERCIAL ARITHMETIC 1	COMMERCIAL ARITHMETIC 2
		BOOKKEEPING 1	BOOKKEEPING 2
		Business Organization	Commercial Geography
		Typewriting 1 or 2	Salesmanship
			Typewriting 2 or 3
			Store Merchandising

Subjects in capitals are required for graduation.

*Algebra 3 is a prerequisite for Geometry 3 (Solid Geometry) and Trigonometry.

**Personal and Social Problems is for both girls and boys and is a prerequisite for Home Management which is for girls only. Foods 1 is a prerequisite for Home Service.

##At J.W. Sexton High School the music election may be made in Choir, Boys' Glee Club, Girls' Glee Club, Orchestra, Strings, Band, Ensembles, and Theory. At Eastern High School the Music election may be made in Choir, Chorus, Orchestra, Boys' Band, Girls' Band, Glee Club, Vocal Theory, or Instrumental Theory.

***Practical Mathematics must be taken by 12A pupils who have taken no other mathematics in senior high school. These pupils need not take 12A English if they are not planning to go to college.

#The cafeteria, housekeeping apartment, art room, and store are included in the classification of shop.

ELEVENTH YEAR

Courses

	<u>11B Grade</u>	<u>11A Grade</u>
NON-COLLEGE ACADEMIC ACADEMIC	ENGLISH 5 PHYSICAL EDUCATION 3 U.S. History 1 Geometry 2 Latin 5 French 3 Spanish 3 Chemistry 1 Physiology Public Speaking 2 **Home Management Electrical Appliances Drafting 5 Printing 5 Woodworking 4 ##Music 3 Any subjects offered in the preceding semesters may be elected.	ENGLISH 6 PHYSICAL EDUCATION 4 U.S. History 2 Geometry 3 Latin 6 French 4 Spanish 4 Chemistry 2 Journalism Drafting 6 Printing 6 ##Music 4 Any subjects offered in the preceding semesters may be elected.
COMMERCIAL	ENGLISH 5 PHYSICAL EDUCATION 3 Bookkeeping 3 Advertising (fall sem. only) Shorthand 1 Typewriting 1, 2, or 3	ENGLISH 6 PHYSICAL EDUCATION 4 U.S. HISTORY 1 Bookkeeping 4 Shorthand 2 Commercial Law Money Management (spring sem. only) Typewriting 2, 3, or 4

TWELFTH YEAR

Courses

		<u>12B Grade</u>	<u>12A Grade</u>
NON-COLLEGE ACADEMIC	ACADEMIC	ENGLISH 7	ENGLISH 8
		PHYSICAL EDUCATION 5	PHYSICAL EDUCATION 6
		AMERICAN GOVERNMENT	ECONOMICS
		Trigonometry	***Practical Mathematics
		Latin 7	Algebra 4
		Physics 1	Latin 8
		Senior Science 1	Physics 2
		Swimming 5	Senior Science 2
		##Music 5	##Music 6
		Any subjects offered in the preceding semesters may be elected.	Any subjects offered in the preceding semesters may be elected.
NON-COLLEGE ACADEMIC	COMMERCIAL	-----	-----
		COMMERCIAL ENGLISH	AMERICAN GOVERNMENT
		PHYSICAL EDUCATION 5	PHYSICAL EDUCATION
		U. S. HISTORY 2	Shorthand 4
		Commercial Law	Economics
		Office Practice	Office Practice
NON-COLLEGE ACADEMIC	COMMERCIAL	Typewriting 3	Typewriting 4

COURSES OF STUDY OFFERED AT THE TECHNICAL HIGH SCHOOL
 Subjects in Capitals are Required for Graduation
 All Technical Course

TENTH YEAR

ELEVENTH YEAR

<u>10B Grade</u>	<u>10A Grade</u>	<u>11B Grade</u>	<u>11A Grade</u>
ENGLISH 3	ENGLISH	ENGLISH or	ENGLISH or
PHYS. ED.	PHYS. ED.	U.S. HISTORY	U.S. HISTORY
SHOP ARITH.	SHOP ARITH.	PHYS. ED.	PHYS. EDUCATION
DRAWING	DRAWING	SHOP ARITH.	SHOP ARITHMETIC
SHOP--Elect one	SHOP	DRAWING	DRAWING
Auto Mechanics		SHOP	SHOP
Drafting			
Machine Shop			
Pattern Making			
Electrical			
Radio			
Painting & Decorating			
Commercial Art			
Printing			
Cafeteria			
Nurse Aid			
Tailoring			
Salesmanship			

TWELFTH YEAR

12B Grade

ENGLISH or
AMERICAN HISTORY
PHYS. EDUCATION
SHOP ARITHMETIC
DRAWING
SHOP

12A Grade

ENGLISH or
ECONOMICS
PHYS. EDUCATION
SHOP ARITHMETIC
DRAWING
SHOP

Full-time courses include shop, related and general subjects. The occupation selected determines the shop in which the student spends one-half of his school time. Half the remaining time is devoted to related subjects, which in general are mathematics, science, drafting or shop work needed for a more complete understanding of the trade. The content of the related subjects varies according to the shop selected. The general subject matter has been selected so as to prepare the student to take his place in the world as an American citizen. The physical education program includes such team games as basketball, volleyball, and track with such individual sports as tennis, fly-casting, bowling, and hiking.

TEXT BOOKS

ENGLISH

Tenth Year

Inglis, etc., Adventures in American Literature, Standard Third Edition.
Garland, Son of the Middle Border.

Eleventh Year

Inglis, etc., Adventures in English Literature, Standard Third Edition.
Dickens, A Tale of Two Cities.
Galsworthy, Man of Property.
Churchill, The Crisis.

Twelfth Year

Richardson and Owen, World Writers.
Smith, Magee and Seward, English Grammar.
Foerster and Steadman, Writing and Thinking, Revised.
Spear & Lawshe, High School Journalism.

PUBLIC SPEAKING

Weaver, etc., New & Better Speech.
Ommaney, The Stage and the School.

MATHEMATICS

Stone, Algebra (Elementary), First Year Algebra.
Stone Mallory, Algebra, Second Course in Algebra, Revised.
McCormack, Plane Geometry.
McCormack, Solid Geometry.
Freilich, Shanholt, McCormack, Plane Trigonometry.
Nelson, Jacobs & Burroughs, Everyday Problems in Mathematics.

SOCIAL STUDIES

Hughes, The Making of Today's World.
Canfield, Wilder, etc., The United States in the Making.
Goodman & Moore, Economics in Everyday Life.
Smith, Economics-Introduction to Fundamental Problems.
Hughes, Problems of American Democracy.

LATIN

Ullman, Henry, Latin for Americans, Book I.
Ullman, Henry, Latin for Americans, Book II.
Ullman, Henry, White, Third Latin Book.
Burton & Gummere, Latin, Fourth Year.

FRENCH

O'Brien & LaFrance, First Year French.
O'Brien & LaFrance, Second Year French.

SPANISH

De Vitis--New Spanish Grammar.
Watson & Quinamor, South to Mexico.
Kenniston, Reading Spanish.
Crawford, Un Viaje Por Espana.

SCIENCE

Curtis, etc., Everyday Biology.
 Thackston & Thackston, Physiology, Human Health.
 McPherson, Henderson, etc., Chemistry at Work, 1938 Edition.
 Bush & Bush, Senior Science.
 Black & Davis, Elementary Practical Physics.

MUSIC

Smith, Krone, Shaeffer, Fundamentals of Musicianship.
 Robert Gomer Jones, Theory of Music.

COMMERCIAL

Baker, 20th Century Bookkeeping and Accounting, 18th Edition.
 Rosenburg, Business Arithmetic.
 Aurner, Effective Business Correspondence.
 Colby & Foster, Economic Geography.
 Peters & Pomeroy, Commercial Law, Fourth Edition.
 Maynard, Dameron, and Siegler, Retail Marketing and Merchandising.
 Walters, Fundamentals of Salesmanship, Third Edition.
 Odell, Business: Its Organization and Operation.
 Shields & Wilson, Consumer Economic Problems.
 Rowse-Fish, Fundamentals of Advertising.
 Leslie, Gregg Shorthand--Functional Method.
 Leslie & Zoubeck, Speed Drills in Shorthand.
 D.D. Lessenberry & E.A. Jevon, 20th Century Typewriting Complete, Third Edition.

INDUSTRIAL ARTS AND TECHNICAL

Slade & Margolis, Mathematics for Technical and Vocational Schools, Second Edition.
 Jones, Machine Shop Practice I.
 Jones, Machine Shop Practice II.
 French-Svensen, Mechanical Drafting for High Schools.
 Kuns, Automobile Essentials.
 Polk, Practice of Printing, Revised Edition.
 Jones, General Electricity.
 Brownlee & Others, Chemistry in Use.
 Hanley, Wood Patternmaking.
 Douglas & Roberts, Instruction and Information Units for Hand Woodworking.
 Fuller, Brownlee & Baker, Elementary Principles of Physics.
 Palmer, Tool Steel Simplified.

COURSES OF STUDY
 LANSING PUBLIC EVENING SCHOOL
 1943-44

Evening School extends over a period of twenty weeks; ten weeks before the Christmas Holidays and ten weeks after, closing in March. It is a part of the Lansing School System and under the direction of the Lansing Board of Education.

SCHEDULE OF CLASSES
J.W. SEXTON HIGH SCHOOL

Commercial

BOOKKEEPING, BEGINNING--Single Proprietorship. For beginning students. Room 311.

OFFICE TRAINING--Monroe, Sundstrand, Burroughs, and Comptometer calculating machines. Mimeograph and Ediphone. Room 304.

SHORTHAND I--For beginners. Functional Method Gregg Shorthand, Book I. Rooms 329 and 305.

SHORTHAND I--For those who have had part of the first course. Book 2. Rm. 305.

SHORTHAND 2--Functional Method dictation--beginning at about 60 words per minute. Room 329.

SHORTHAND 3--Advanced dictation--beginning at about 80 words per minute. Room 309.

SHORTHAND SPEED CLASS--Dictation begins at about 90 words per minute and goes up to 150 words or more. Some law office, court, and medical matter will be dictated. Room 309.

TYPEWRITING I--Standard keyboard for those who have had no previous study; or, for review. Room 303.

TYPEWRITING II and III--Letters, manuscripts, tabulating, speed drills and tests. Room 306.

Cultural

HIGH SCHOOL SCIENCE--Chemistry or physics with laboratory. Two sections will be organized if there is sufficient demand. Room 211.

HISTORY AND TRAVEL--Historical study, slides and lectures. Historical background of interest to European travelers. Room 111.

EASTERN HIGH SCHOOL

BOOKKEEPING, BEGINNING--Single proprietorship. For beginning students. Room 2-8.

OFFICE TRAINING--Monroe, Sundstrand, Burroughs, and Comptometer calculating machines. Mimeograph and Ediphone. Room 247.

SHORTHAND 1--For beginners. Functional Method Gregg Shorthand. Room 242.

SHORTHAND 2--Functional Method dictation--beginning at about 60 words per minute. Room 242.

TYPEWRITING I and II--Standard keyboard for those who have had no previous study, or for review. Room 237.

PUBLIC FORUM AND PANEL DISCUSSION--Aims primarily to teach the technique of this type discussion. Popular topics will be selected and developed by practice. Presentation is criticized and suggestions for improvement made. Room 355.

WOODWORKING--The use of tools and wood for repair of the home and home furnishing will be an asset of increasing value. Room 1-109.

TAILORING--Suits, coats, and dresses tailored. Pattern alterations, cutting, fitting, stitching, pressing and bound button hole construction are taught. Room 284.

TECHNICAL HIGH SCHOOL

Commercial

ARITHMETIC--Combinations, drill in addition, subtraction, multiplication, and division, fractions, decimals, and percentage. Civil service candidates will benefit by this review. Room 302.

ADVANCED BOOKKEEPING--Partnership or corporation work. Room 304.

AUDITING--Cash and balance sheet audits. Inventories, receivables, deferred items, liabilities and investments considered. Audit working papers and problem solving. A knowledge of bookkeeping is required to pursue this course to advantage.

BUSINESS ENGLISH AND SPELLING--Spelling, punctuation, correct use of words, theory and practice in writing short business letters. A knowledge of elementary grammar is presumed. Room 303.

BUSINESS LAW--Contracts, sales of personal property, negotiable instruments, agency, partnership, corporations, and real property law. Illustrative cases from Michigan and other states. Room 201.

YOUR PERSONAL TAX PROBLEMS--Nature of income, deductions, exemptions, credits, victory tax and deductions, estimates, pay-as-you-go and answers to a hundred other tax questions. No previous tax study necessary. Room 307.

Home Making

ART NEEDLEWORK--Choice and construction of household linens, plain embroidery, hemstitching, peasant embroidery, and cut work. Room 208.

DRESSMAKING--Selecting appropriate design, color, and materials. Pattern alterations, fitting and finishing. New clothes from old. Room 308.

KNITTING AND YARNCRAFT--Knitting sweaters, berets, suits, gloves, and purses. Stitches for beginners. Care of yarn. Room 208.

LUNCHEES AND DINNERS--Meal preparation and menu planning for the family and company, general table etiquette, and buying problems are considered. Room 308.

SEWING FOR BEGINNERS--How to make undergarments, house dresses, and children's clothing out of cotton or other inexpensive materials. Make overs. Room 308.

TAILORING--Suits, coats, and dresses tailored. Pattern alterations, cutting, fitting, stitching, pressing and bound button hole construction are taught. Room 216.

HOME HANDICRAFT--Leathercraft, metal work with pewter and copper, textile painting, and block printing, making decorative objects for the home, and clay modeling. Pattengill High School, Room 316.

Cultural

ENGLISH GRAMMAR AND PUNCTUATION--Thorough drill in grammar, punctuation, and word usage. Composition work for those interested. Room 307.

ENGLISH FOR NEWER AMERICANS--Classes for foreign-born students. Reading, writing and speaking English.

F-1 - Beginning. Room 105.

F-2 - More advanced. Room 105.

F-3 - Special attention to punctuation, speaking, sentence structure, and written English. Room 203.

FINE ARTS--Drawing and Painting--Pastel oil painting, water colors, and photo coloring. Painting of pillow tops and velvet wall hangings. Room 301.

FRENCH, BEGINNING--Reading, speaking, vocabulary. A general introduction to the French language. Room 203.

FRENCH, ADVANCED--Reading, writing, translation, singing, games--all in French. Room 203.

HIGH SCHOOL MATHEMATICS--Algebra, 3 semesters; geometry (plane and solid); trigonometry. Group instruction will be given. Should the number of students enrolled in this group justify it, separate classes will be organized. Room 210.

SPANISH--Conversational work is emphasized. Special attention given beginners. Vocabulary, pronunciation, and grammar are considered. Room 202.

WRITING FOR PUBLICATION--Non-fiction--News items, newspaper articles written, reviewed, and criticized in class. Fiction if desired. Room 202.

Industrial

GROUP I. These classes are for those who wish to prepare themselves to serve their country in war plants. Fifteen hours a week from four to twelve weeks will fit one for a beginner's job as a machine operator, inspector, or arc welder. Machine Operating, Room 114.

GROUP II. These classes improve the skills of industrial workers, enabling them to advance to more skilled jobs. Workers in war plants who must train for a new job to replace men leaving for the services, or in order to make a new product, will be trained in these classes at the request of their employer. Machine Operating, Room 116; Inspection, Room 109; Arc Welding, Room 118.

GROUP III. These classes are for those who wish to prepare themselves for specialist ratings in the armed forces. They are also open to others who may desire to enroll. Machine Operating, Room 113 or 114; Arc Welding, Room 118; Blue Print Reading, Room 313; Shop Mathematics, Room 312; Heat Treatment of Steel, Room 115; Mechanical Drawing and Design, Room 315; Automechanics, Room 100; Electrical Construction, Room 215.

Evenings

Auto Repair, Room 100
Ground School, Room 211
Photography, Room 212
Radio, Room 212
Physics (Electricity), Room 215

Lansing's new Technical High School is furnished with machine shops and a heat-treat shop second to none in the state. Auto shop, drafting room, heat-treat shop and one machine shop are new. Instructors are selected for their competence as tradesmen and excellence as teachers.

Recreation

LADIES CALISTHENICS--Games, marching, corrective gymnastics, tactics, and social features. Room 217.

SOCIAL DANCING FOR MEN AND WOMEN--Room 217.

LADIES BADMINTON--Rackets are to be furnished by students. Other supplies furnished by the school. Room 217.

Organization

The structure or organization of the Lansing Public Schools in 1861 was very simple. There were two Union Ward Schools and a Primary School.

The Union Ward Schools were organized on a thirteen-year basis divided into four departments as follows: A primary department extending over a period of three years, an intermediate department of three years, a grammar grade department of three years, and a high school department or grade of four years. Each school year in all departments was divided into three terms: fall, winter and spring.

Both Union Schools, however, did not always have classes extending into the higher departments. In the early days, few pupils continued school work beyond the sixth, seventh or eighth year of school. Advanced classes of a high school grade were always very small.

Each Union Ward School was under the administration of a principal who, in turn, was responsible directly to the Board of Education; but in 1868 the schools were reorganized.

A high school building was erected, and the four-year higher department of each of the two Union Ward Schools was transferred to it. This left the two latter schools with only three departments each: a primary grade of three years, a secondary grade of three years, and the grammar grade of three years. A principal was appointed for the new high school, and for the first time a superintendent was employed to take administrative control of the entire school system.

There was some public opposition to this change which is considered briefly under the chapters on "Teachers" and "Curriculum." Nevertheless, the new organization continued for over ten years. From time to time, as the city grew, lower grades were established in the new high school building. By 1880, grades from the primary to the high school, inclusive, were housed in the new building. Three new grade buildings had been added to the school system making a total of six. Special effort was made to bring the scholastic work of the high school up to university requirements. As early as 1873, the Board of Education invited the faculty of the university to visit the high school with the special object in view of obtaining permission for high school graduates to enter university classes without examination.

But the public schools, despite efforts at improvement, were entering the dark days of the post-Civil War depression; and in 1880, in addition to other drastic economies, the Board of Education was forced to shorten the thirteen-year school period to twelve years. This led to a reorganization of the school system in which the secondary department disappeared or was merged into the primary and grammar grades. The form of organization adopted was threefold: primary department first four years, grammar department the second four years, and high school department the third four years.

Each school year was divided into two terms and represented one grade of school work. This basic form of organization continued for about forty years.

A child could complete his school career in twelve years if he made normal progress. One failure in promotion meant the extension of his school life one whole year. Two failures meant an added two years. Failure and retardation in school were not only bad for the pupil but expensive for the taxpayer. As a step toward rectifying such evils semi-annual promotions were instituted in 1918. This change caused the work of each grade to be divided into two units or sections, a B and an A section which ran parallel with each other and made possible the beginning of a grade at either the beginning or at the middle of each school year. This arrangement was considered desirable for several reasons: it caused the pupil who failed promotion to lose only a half year instead of a whole year; and, on the other hand, it shortened the gap by one half year for those able to make a double promotion by skipping one semester. This had a good psychological effect upon the pupils involved and also reduced school expenses by shortening the period of school attendance for a considerable number of children.

The basic form of school organization which had been in operation since 1880 was still more radically changed in 1921 by the establishment of the junior high schools. They took over the seventh, eighth and ninth grades. This brought about a change in all other departments of the school system. The primary grades were reduced to three: first, second and third; the elementary to three grades: the fourth, fifth and sixth, and the senior high to three grades: the tenth, eleventh and twelfth.

The establishment of the junior high schools had numerous advantages. It helped to close the gap between the eighth and ninth grades where previously so many pupils had dropped out of school; also by departmentalizing instruction it afforded the teacher a better chance to increase teaching efficiency by thorough preparation in a single subject. It also gave the pupil a better opportunity, with the help and guidance of the teacher, to select the subjects and course of study he could most likely pursue successfully in high school.

This basic fourfold, or six, three, three form of organization is in operation at the present time.

Administration

Inasmuch as many administrative functions already have been described incidentally in other chapters only a brief sketch of their growth will be given here.

At first all such functions were performed directly by the Board of Education through its special committees. The principals of the two Union Ward Schools were responsible directly to the Board of Education. When the first superintendent was appointed in 1868, the Board delegated to him full responsibility for the conduct of the schools. He formulated school administrative policies and kept the

Board informed of the needs and conduct of the school system through reports and recommendations. But, in addition, he also performed many other duties more or less extraneous to those of a superintendent. He was a teacher in the high school, the clerk of the Board of Education, the school librarian. He frequently conducted the school census, he helped to hire janitors and supervise their duties. He ordered school supplies and was responsible for their safe keeping and proper distribution. He looked after repairs, upkeep and furnishing of the school buildings. In short, he was a sort of general factotum of the school system.

He continued in the discharge of these various duties for many years. It was not until the early eighties that he began to be relieved of his teaching functions and of his duties as librarian. He did not cease to act as clerk of the Board of Education until 1890.

When the position of Truant Officer was created in 1895, many administrative functions formerly performed by the superintendent began to be assumed by this new office. By 1912, the truant officer had also become supervisor of buildings and attended all business meetings of the Board of Education.

With the promotion of J. W. Sexton, principal of the high school for five years, to the position of superintendent in 1916, a new phase in the development of the Lansing School System began. The administrative and supervisory functions of the school system began to be rapidly expanded. The following year, 1917, the position of Primary Supervisor was created and Miss Alice Wagenvoord was appointed to it. This position carried both administrative and supervisory duties. In 1912, she was advanced to the position of assistant superintendent.

The administrative staff was still further increased in 1922-23 by the appointment of Harry L. Chamberlin as Business Manager. The duties of this office are outlined in the chapter "Social Plant." This brought about a certain specialization in administrative functions. Those of the business manager were confined to the expansion and upkeep of the physical properties of the school system, purchasing and distribution of school supplies subject to the approval of the superintendent and Board of Education. In 1944 an assistant business manager was appointed.

By being relieved of a great burden of purely business details, the superintendent was able to devote more time to duties more specifically related to the administration of school affairs. It became possible for him to give more attention to the formulation of general school policies and courses of study and to instructional supervision.

Since 1925, the administrative and supervisory personnel have been housed in a remodeled elementary school building at the corner of Washtenaw and Townsend Streets on the site occupied by the old Second Ward Union School over ninety years ago. In this building are the offices of the Superintendent, Assistant Superintendent, Business Manager and of all the special supervisors and office employees. All regular and special meetings of the Board of Education are held here.

Supervision General and Special

In the earlier years of the school system, there was no supervision of instruction beyond what could be given in a general way by the principals of the different schools and the superintendent. These supervisory functions were carried wholly by the superintendent and principals until 1917, when a primary supervisor was appointed who took over the general supervision of the first eight grades. In 1921, the primary supervisor became the assistant superintendent with supervisory control of the first six grades. She also maintained supervision of English in the junior high schools and later became supervisor of English in the entire school system. In 1928, these general functions were still further divided by the appointment of the supervisor of the kindergarten and the first three grades.

But, in addition to this general supervisory personnel, there were special supervisors and directors appointed to meet special needs. As the school system grew in size and complexity, and as special subjects were added to the curriculum, a greater specialization and delegation of supervisory functions became necessary. From time to time, teaching situations and problems arose that called for special supervisors and teachers. In this category may be included the kindergarten, music, industrial and domestic arts, fine arts, vocational education, special rooms, physical education, department of tests and measurements, educational guidance and placement. These special subjects and functions will be sketched here as nearly as possible in the order in which they developed.

An attempt to organize a kindergarten system in the Lansing Public Schools was made in 1870 in connection with the first year of the primary grade. One room was devoted to this purpose. Children of pre-primary and of first year primary age were enrolled. Miss Una Knight was the first teacher of this kindergarten school. In 1872, her salary was \$400 which was fifty to seventy-five dollars more than the salary of regular primary teachers. However, in 1873, because of lack of funds and physical facilities, the "Kindergarten room and system of teaching" was abolished and the room used for such work was devoted exclusively to first year primary.

Some effort, however, was made during the next thirty-five years to utilize kindergarten methods and material in the first year of the primary grade. In January, 1885, fifty dollars were expended for kindergarten supplies, and in October, 1887, Miss Matilda Ross of Chicago was paid fifty dollars to instruct first year primary teachers in the use of kindergarten methods and material.

During these years, however, kindergarten work was conducted quite extensively outside the public school system by private teachers under such names as "Infant Schools," "Private Kindergarten Schools," etc. Sometimes these

schools were permitted to be held in school rooms, if they were available, but more frequently they were conducted in private homes. It was not until 1908, that the kindergarten system was re-established as an integral and permanent part of the public school organization. At this time, the private kindergarten schools, including the teachers, were literally taken over by the public schools.

Judge Grant of the State Supreme Court donated to the Lansing Public Schools all the valuable kindergarten equipment and material used formerly by his daughter in her private school.

The work was placed under the supervision of Miss Marion Brown who, in 1908, became the first supervisor of kindergarten in the Lansing Public Schools. She began with five or six teachers under her supervision with rooms in the High School Building, Kalamazoo Street School, Cedar Street School, Bingham Street School, St. Joseph Street, Logan Street and Walnut Street Schools. The work was rapidly extended to every grade school in the city and one year of kindergarten work was preliminary to beginning work in the first grade.

In 1928-29, the kindergarten and the three primary grades were combined into one supervisory unit and Miss Opal Lewton was engaged as Kindergarten-Primary Supervisor, a position which she still retains.

Music

The next special supervisor to be appointed was for music. Like the kindergarten, music had a hard struggle in getting a recognized foothold in the curriculum and school system. The first attempt by the Board of Education to employ a teacher of vocal music in the high school was in October, 1877. The motion was lost by a vote of 9 to 3.

The next year a petition was presented to the Board asking the privilege of employing a teacher of music by private subscription. The Board of Education answered this petition by voting that no singing be taught during school hours except by the regular teachers. As a general rule, regular teachers were not prepared to teach music. Even if they had been prepared there was little or no equipment available. The Board, however, did purchase fifty song books in 1878 to be used in opening exercises in the Second Ward School. The teaching of music in all the schools, if such it could be called, was confined mostly to opening exercises and hymn singing. In 1880, the Board did hire a teacher of music for one year and ordered the musical staff to be painted on the blackboards in all the city schools. In 1882, a dozen singing books were purchased for use by the high school choir.

It was not until 1885 that a permanent special teacher of vocal music was employed. In May, 1885, the Board of Education passed the following resolution: "Resolved, that the matter of the advisability of employing a teacher of vocal music who shall have the superintendence and charge of teaching vocal music in the various schools of the city be referred to the committee on schools and

teachers with the request to report at the next meeting of the Board." As the result of this action, Mrs. Flora Rarrick was employed as the first teacher and supervisor of music in the Lansing Public Schools at a salary of \$400. The teaching and supervisory functions of music, however, were confined to vocal music. This restriction continued for twenty-five years. It was not until 1910 that instrumental music was introduced under the supervision of Mr. John W. Stephens who was made Director of Music in 1910 and continued until his death in 1930-31. He organized an orchestra in the high school in 1910 and with the establishment of the Junior and Eastern High Schools his work was confined mostly to band and orchestra work in these schools. In 1928 an assistant supervisor of music was appointed for the elementary and primary grades. At present, Miss Pauline Austin is supervisor of music in these grades. In the junior and senior high schools, music is conducted on a departmental basis in the same way as in other academic subjects.

Drawing and Fine Arts

According to the course of study of 1868, the teaching of drawing was prescribed for all regular teachers in the third, fourth, fifth and sixth grades, but evidently the course of study was not followed very rigidly.

In 1872, Mrs. Sanford, whose husband later became Superintendent of Schools, was hired to teach three classes in drawing in the First and Second Ward Schools. The Board of Education required all teachers to teach drawing in the school year 1873-74. One drawing lesson a week in grammar grades was required in 1876, but in 1877, it was made elective. In 1888, the Prang System of Drawing was introduced into the seventh and eighth grades as a sort of preliminary to manual training and, in 1895, the author of the Prang System was invited to visit the Lansing Schools and teach the teachers the use and methods of his system.

The first supervisor of drawing was employed in the school year 1898-99. Miss Eva Pratt was employed as supervisor of drawing in 1900, at a salary of \$500. The next year it was increased to \$550. The present supervisor of drawing and art is Katherine Smith, who assumed her duties as art supervisor in 1920. Under her supervision, art work in all the grades, especially in the elementary grades, has been closely correlated with school work, and has assumed a very important place in the course of study.

Manual Training and Industrial Arts

The first attempt to introduce manual training into the schools proved abortive. A \$2500 budget appropriated for this purpose in 1900 was voted down by the taxpayers. But, in 1904, the teaching of manual training was put into the seventh and eighth grades and cardboard construction into the fifth and sixth grades. Further description may be found in the chapter on curriculum. The first supervisor was Frill Beckwith, appointed in 1906. At first, only one room in two

or three elementary school buildings was equipped for this work. A weekly schedule was arranged by which classes came from other elementary schools for instruction and work in these rooms. This arrangement continued until the seventh and eighth grades were incorporated into the junior high schools in 1921-22. The supervision of industrial arts and manual training was put under Edgar A. Roper in 1922. Under his supervision, the work has greatly expanded during the past twenty years.

Domestic Arts

This subject, which later was variously designated by such terms as Domestic Science and Home Economics, was introduced into the public schools in 1904, the same time that manual training was admitted to the course of study. The first supervisor of domestic arts was Ereminah Jarrard, appointed in 1906. The arrangement for teaching this subject was similar to that for manual training. When the seventh and eighth grades were absorbed by the junior high schools, Inez Tallmadge was made supervisor for the entire school system. While there have been frequent changes of supervisor, the department has grown steadily until at present there are fifteen teachers. The present supervisor is Grace B. Rinard.

Vocational and Industrial Education

Vocational education began in the high school with the establishment of the Industrial Cooperative Course in 1912-13 (described under curriculum). This course developed somewhat separately from the work in manual training and domestic arts already in operation in the high school and grammar grades before the industrial course was established. In 1914, this work was put under the direction of E. M. Hall, who in 1919, was made Director of the Part-Time School, which had been established the year before under the James Law. Mr. E. J. Allett was made head of the Industrial Department, which formerly had been known as the Industrial Cooperative Course. In 1925, Mr. Maurice Pancost became head of the Industrial Department, and it continued under his supervision until he was made principal of the Technical High School established in 1943.

Physical Education

The first complete course of study in physical education was conducted in 1917, and the first supervisor of physical education was employed in 1918.

In 1911, the law requiring physical education in the public schools of the State was met by the purchase of some extra equipment for the various playgrounds of the city schools, and by the introduction of various games and outdoor play activities. The effort at this time to meet state requirements did not culminate in any definitely supervised and integrated program of physical

education. Elementary teachers were left to conduct playground games at recess periods in much the same way as they had always conducted them.

There was no program of physical education in the high school outside certain athletic games and sports conducted by coaches appointed from the general teaching staff who received a little extra compensation for their services.

As the result of the First World War, and the emphasis it placed upon the greater need for general physical fitness, an adequate course of study in physical education was worked out as a part of the general course of study. It included all grades from the first to the twelfth. Mr. Frank A. Long was appointed as the first supervisor of physical education in 1918. The department at present has twenty regular teachers in the high schools. In the elementary schools, the regular teachers carry on the work under the direction of the supervisor. The present supervisor is Florence Banhagel.

Special Rooms and Schools

The organization of special rooms grew out of the attempt to meet individual needs of certain groups of handicapped children.

Most children are able to make normal progress in school through the regular methods of instruction, but a considerable number, owing to either physical or mental disabilities, are unable to profit fully from the ordinary class room teaching. Some are handicapped by low mentality, or poor vision, or hardness of hearing, or other types of physical defect which naturally results in retardation or other forms of school maladjustment. Nothing in particular was done to remedy the situation until the beginning of Mr. Sexton's term as superintendent in 1916.

School for Truants

The first attempt in 1897 to establish a special room was unsuccessful. It was organized to take care of boys who were habitual truants and incorrigible. It was an ungraded room where problem boys from eight to fifteen years of age were segregated. A man teacher was put in control of the room, but it proved unpopular and was abolished in 1900.

Oral School for Deaf

The next special room to be established was in 1915-16, for deaf children. A lip reading class was formed under the direction of Mrs. Van Buskirk. A room was equipped for such work in the School Library. It was moved from school to school in a series of migratory habitations, until it found a permanent home in the new Walnut Street School in 1938. At present two or three teachers are employed.

In addition to regular school work, all pupils are taught lip reading. Those with some residual hearing utilize special hearing devices as aids in acquiring oral and sight vocabularies. Where the hearing handicap is not too great, pupils take much of their school work in the regular grades.

Open Air School

This school has had various names such as Open Window, Open Air, Fresh Air, and Special Health. It was first organized in 1916 in a room in the School Library. Thirty pupils were enrolled and Miss Marion Lang was the first teacher. The school was established to meet the needs of children who are sub-normal in health, such as anaemic and cardiac cases, tubercular children, and those suffering from special health defects. Children are admitted on recommendation of a physician. Free transportation is furnished by the Board of Education. Children pursue the regular courses of study subject to certain health provisions and restrictions. A rest room with cots is provided where they spend a period each day in rest and relaxation. A special lunch is furnished at noon. Whenever improvement in health is sufficient, the children are returned to the regular grades. Enrollment of special health pupils increased rapidly and by 1929 there were three such schools in three different elementary school buildings. They were all consolidated in the new Walnut Street Building in 1938.

Rooms for Exceptional Children

The first room for exceptional children was established in 1918 in the Townsend Street School, and was conducted by Miss Mabel Richardson. Another one was added in 1921. In 1925, one was opened in the Cedar Street School, and in 1926 one in Allen Street School. In the past fifteen years these rooms located in different schools throughout the city have fluctuated in number from year to year. Generally they run from six to ten according to the demand.

They were established to meet the requirements of pupils who learn very slowly. They have been confined quite generally to the elementary grades. Children in these ungraded rooms range in age from six to fourteen years. They are unable to make normal progress in school, and fall so far behind their appropriate grade that subject matter and instruction have to be adapted to their individual needs. Number of pupils to a room usually runs from sixteen to twenty-four.

Part-Time School

This school was first established in 1921 under the James Law. For several years, it was conducted in the East Park School, and then moved to rooms in the Eastern High School, and in 1943 it was moved to the Technical High School.

It was established for the benefit of those who, for sundry reasons, are compelled to leave school for remunerative employment to still continue their

work in school for at least a day and a half each week. Their school work is largely determined by the nature and requirements of the particular work in which they are employed. The number of boys and girls enrolled in Part-Time School is determined generally by the industrial and economic situation. In periods of depression, when labor is scarce, attendance in Part-Time School decreases because there are no jobs and boys and girls have no sufficient excuse for leaving full-time school. But, in periods of industrial prosperity, when demand for labor is high, attendance in Part-Time School greatly increases. At present the school is classified under the Department of Part-Time Education in the Technical High School which also employs a Trades Coordinator and a Retail Sales Coordinator.

Department of Tests and Measurements

This department was organized in 1922 and was placed under the direction of the writer. Its work is very closely correlated with the teaching and supervisory functions of the school. Its purpose is to aid in classification and in the improvement and evaluation of instruction. To accomplish this, certain mental and educational measuring devices are employed. General testing programs are generally conducted twice yearly.

Standard Group Intelligence tests are given each semester to 6A, 9A and 12B classes, and Standard Educational tests in the tool subjects such as reading, arithmetic, spelling and English are given in grades 3B to 6A inclusive. Tabulation and interpretation of results are made available to teachers and supervisors.

In addition, the director gives from three to five hundred individual intelligence tests each year to pupils who are not doing good work in school. Recommendations based on the results of these Stanford-Binet tests are given to teachers and supervisors. Pupils with an I.Q. below seventy are generally recommended for special rooms for retarded children and those above this general ability level but who are suffering from some specific learning disability are generally recommended for a remedial room where special instruction can be given in whatever subject the pupil's skill is defective. In 1931, Audiometer tests were introduced in the schools. At present, hearing tests are given annually to grades 4B to 6A inclusive and to 9B and 9A classes. The parents of all children with defective hearing are notified and the schools co-operate in all possible ways to give both medical and instructional aid.

Remedial Rooms

The first remedial room was organized in 1924. In recent years they have been greatly multiplied in number. At present they number about fifteen. Their purpose is to give pupils who have a good general intelligence level remedial instruction in whatever school subject they may show special weakness. A pupil's inability to do general school work most frequently is due to poor reading ability. Because there are so many poor readers, and because success in school work depends so largely upon good reading skill, the chief emphasis of

teaching in these rooms has been put upon reading. These rooms have come to occupy a very important place in the instructional program of the schools. They are established not only in many of the elementary schools, but also in the first semester of the seventh grade in all the junior high schools.

School for Crippled Children

The School for Crippled Children was established in the autumn of 1930 in the old Walnut Street School Building. Miss Paula Robinson was director and Miss Lorraine Fritz was physiotherapist. Children were admitted only on recommendation of an orthopedic surgeon. Rest rooms were provided and equipment furnished for special treatment. Children were brought to the school in the morning and returned to their homes at the end of the school day by special busses. Specially prepared lunches were furnished at noon.

While the new Walnut Street Building was under construction, the Orthopedic School was moved to temporary quarters in the Oak Park School on the east side. In 1938, after the completion of the new building, it was moved to its present location where the best modern equipment and accommodations have been provided. Grades extend from the first to the ninth inclusive. In addition to the regular graded school work, each child receives according to his need specialized treatment administered by persons trained in all the techniques and skill of modern physiotherapy.

Speech Correction School

This school was established in 1931 in the old Walnut Street Building under the direction of Miss Jeannette Harrison who was succeeded the following year by Miss Irma Hiar. Children with defective speech in any of the elementary schools were assigned to this school where they received special speech training. As soon as the speech defect was sufficiently rectified, they were returned to the regular grades.

At present, 1943-44, owing to transportation difficulties, children from different parts of the city are sent not to one central school, but to a school nearer to their own home where the speech supervisor, Miss Prudence Brown, meets them two or three times a week. The city is divided into six or eight areas and the school most centrally located among the three or four schools in each area becomes the speech clinic for the children who meet there for an hour on a semi-weekly or a tri-weekly schedule.

School for Sight Conservation

This school was organized in 1936 in the Kalamazoo Street School. Miss Lola Avery was the first teacher. With the completion of the new Walnut School Building in 1938, the school for Sight Conservation was transferred to this new

location. Special lighting and seating equipment and books with enlarged type are furnished. For the work done in this room, as well as that done in all the special schools included in the Walnut Street Building, the Board of Education is partially reimbursed by the State.

Guidance and Placement

The Guidance and Placement program as it exists today in the Lansing Schools is the result of many years of slow evolutionary processes. It has come to its present stage of development in a more halting and uncertain way than most of the supervisory functions of the school system. This is probably due to the fact that its scope is so wide and the matters that must be brought into consideration are so varied and vague and undeterminate. It must relate the courses of study to all types of personality and to all levels and specific kinds of ability. It must also bring into its range of vision and analysis not only the school and the personal material with which it deals, but the whole field of industry with its thousands of occupations and the requirements necessary for their successful prosecution. Theoretically, the aim of any guidance program is to guide boys and girls of different abilities and temperaments through their school training in such manner that they may be able to make actual connection with the occupations for which they are best fitted and in which they are most likely to succeed.

Such a task today has become extremely complex and difficult in comparison to what it was fifty years ago, because occupations in the world of business and in industry have become almost astronomical in number. Furthermore, individual differences in ability levels, aptitudes and possibilities are recognized as equally numerous and diversified. These developments, along with the expansion and liberalization of the curriculum, have made it increasingly desirable as well as difficult to bring pupil abilities, courses of study and occupations into a more intelligent correlation.

It was not until the turn of the century that any school system, except a few of the most progressive and fortunately situated, began to think seriously of a more adequate guidance program. After 1900, the Lansing Public Schools in common with all others had but one dominant end in view; namely, to prepare pupils to enter the University. This was comparatively easy to accomplish. The only requirement was to bring the teaching staff and courses of study up to standards set by the University. This brought about a situation that was very difficult and unpromising for most of the pupils because only a small percentage ever reached the University. Indeed for many years only a ridiculously small percentage even finished the high school and, of those who had the will and tenacity to finish, a disproportionately small number were boys. During the first twelve years after the first high school graduation, the records show seven boys and forty-nine girls who graduated. On the basis of available records, 169 boys and 480 girls graduated from high school during the thirty year period from 1872 to 1902. During the first forty or fifty years, the eighty to ninety per cent who failed to graduate from the high school had been headed by the educational guidance program, such as it was, toward an unattainable

goal; namely, the University. Such a situation was inevitable on the basis of a curriculum that was calculated to fit all types of pupils for the "learned professions." The courses of study were limited in range and had but little appeal especially to the boys.

It was not until after 1900 that serious efforts were made to enlarge and widen the scope of the curriculum of the Lansing Schools. In 1904, some elementary manual training and domestic science subjects were added to some of the grammar grades. In a few years they were extended along with commercial subjects into the higher grades.

The establishment, in 1912, of the Copperative Industrial Course in the high school marked the beginning of a definite plan to bring the work of the school into more direct contact with certain kinds of work in the industrial world. From that time, the curriculum expanded more rapidly and was enriched and made more flexible by the introduction of commercial, industrial, domestic science, and elective subjects. The First World War greatly accelerated this tendency by emphasizing the need for wider training in the field of industrial arts. In 1914, the Night School was established which supplemented the industrial work in the school by offering many courses for adults in business and industry. More vocational courses were added to the high school, and in 1919, a director of vocational education was appointed to bring about a better coordination between vocational courses in the school and pupil ability with the actual conditions in the industrial and business world. This interrelation between school and industry was still further promoted by the establishment of the Part-Time School in 1921. In the following year educational guidance was aided by the construction of a new and enlarged course of study. This was revised and expanded in 1928 and again in 1938 and in the immediate years following. In 1939, a cumulative record blank was devised for the use of teachers, principals and supervisors in their work of counseling and guidance. This cumulative guidance record includes a complete history of the pupil during his entire school career. It gives his family background, his health and school record, all his intelligence and educational and vocational test results. It gives his teachers' ratings and a history of his job and vocational experiences both in and out of school. In short, it aims to condense as much data as possible concerning a pupils' health, character, ability, ambitions and experiences that will be helpful to those who have the responsibility of giving him educational and vocational guidance. It was a valuable contribution to the guidance program.

The establishment of the Technical High School in 1943, with its very modern and ample equipment for various courses of industrial training, has greatly helped to round out the vocational and industrial course of study in the Lansing Public Schools.

With greater demand for specialized industrial training and with more adequate equipment in all the junior and senior high schools, especially in the Technical High, to meet such a demand a Department of Guidance and Placement was established in 1943. Mr. J. B. Munson was made supervisor of the department. His business as counselor and guide is to gather as much information

as possible about each pupil who takes work in the Technical High School. The Cumulative Guidance Record furnishes much valuable data. Personal interviews and special vocational and aptitude tests throw still more light upon the pupil's abilities. On the basis of this knowledge, the director advises the pupil in choosing the course of study for which he shows some aptitude and when his course is finished helps to place him in the vocation for which he has had special preparation.

At present, the guidance and placement work of this department is confined to courses in the Technical High School. In the junior and senior high schools, the guidance work is done by the teachers and those who act as special counselors. In the grades, such work is handled by the teachers, principals and supervisors. The general trend in the whole school system is toward a better planned and directed education. The aim is two-fold: first, to prevent school maladjustments, putting square pegs into round holes, and second, to provide better terminal facilities whereby the pupil after completing his school work may be helped in finding the particular job for which he has been trained or at least may receive some directive aid in making a more intelligent contact with the world in which he must earn his living.

Auxiliary Agencies and Public Services

Under this category, certain functions and organizations will be described which do not logically fit in any of the other chapters but which grew up directly or indirectly as activities of the school system. These will be considered as nearly as possible in the order of their development.

The Schools and Public Health

From the very beginning, the Lansing Public Schools have cooperated with public health agencies in ministering to the physical welfare of children in school. Such work was conducted generally for many years through the teachers under specific directions of the Board of Education or City Board of Health. The first reference in the minutes of the Board of Education to the health of school children was in November, 1872, following a contagious disease epidemic in which the "Board of Education recommended that in all cases in which a scholar is excluded from school on account of exposure, he shall not be admitted for thirty days from time of exposure, or upon certificate of the president of the Board of Health that all danger in his special case has passed." Such health activities in the schools were carried on solely by the teachers through specific instructions from the Board of Education until 1916 when the City Board of Health asked the Board of Education to appoint a school visiting nurse to cooperate with the Board of Health in instituting a program of medical inspection in the public schools to aid in preventing the spread of contagious diseases. Not only was a school nurse employed at this time but a free dental clinic was also established. The school nurse was under control of the Board of Education and conducted health examinations of all pupils in the first six grades and submitted reports to parents with recommendations concerning any pupil that needed special attention of a physician or dentist. In February, 1917, another school nurse was employed temporarily and the Board of Education in cooperation with the Board of Health extended and improved the program of medical inspection of school children using the school nurses and the doctors of the city for such service.

In September, 1918, school nurses were put under control of the Board of Health. From that time until the present, health supervision of the schools has been under direct control of the Board of Health. A certain number of nurses are assigned a regular daily schedule of school visitation.

In recent years, the Board of Education has provided for a more adequate check on the physical condition of all school children, especially their heart, teeth, vision and hearing defects. Pronounced vision defects are revealed by use of the Snellen charts administered by principals or teachers. The 4A audiometer tests given to all pupils in grades 4B to 6A, inclusive, and to 9A pupils show hearing deficiency up to thirty units or decibels. For teeth and heart examinations, the dentists and physicians of the city donate their services. A complete health

record is kept as part of the Cumulative Guidance Record of each pupil. Through the use of free public clinics, open air and orthopedic schools, nurses and doctors and other health agencies of the community, the Lansing Public Schools provide in no small way for the better physical care and well-being of school children.

Publications

Besides general reports and printed rules and regulations governing its own proceedings and the activities of the schools, the Board of Education has published a succession of courses of study from 1868 to the present time. During the past fifty years these successive revisions and extensions of the curriculum every few years have totaled many thousands of pages. But, in addition to these voluminous and routine documents, numerous publications concerning special activities in the schools have been issued by the Board of Education for the purpose of keeping the public more fully informed about the work of the schools.

The Harbinger was published first in 1929-30, again in 1930-31, and again in 1931-32. Each of these three publications is a collection of original poems written by the pupils in grades from the first to the twelfth. The poems were arranged and edited by Miss Wagenvoord, assistant superintendent and supervisor of English. After each poem, the writer's name and grade is printed. Each booklet contains about fifty pages. They were done to encourage children to develop self expression especially in lyrical form. In the foreword it says, "Every human being is at heart a poet. In each of us is the desire to express through song or descriptive word the emotional reactions inspired by a thing of beauty of a human relationship. Today too many beautiful thoughts are left unsaid and too much joy which comes from creative enterprise is lost. We need natural poetic expression for emotional relief and to reveal personality." Nearly a hundred and fifty pages of poems are eloquent testimony to the truth of these words. Incidentally, they show how the English department of the public schools is encouraging the children in one of the many ways in which original thought and language expression may take form.

Your Schools, a sixty-four page brochure containing a hundred and fifteen illustrations of present school activities was published in 1938. It gives a brief sketch of the Lansing School System from 1847 to 1938 which is followed by an artistic and high grade pictorial presentation of over a hundred actual scenes of school life, work, and play. It attracted considerable attention throughout the state and in many towns and cities outside the state.

Verse for Children, a book of over a hundred and eighty pages, was published in 1943. It is an anthology of poems for children in the elementary grades. There are over seven hundred poems culled from many authors and from a wide range of children's literature. They were collected by Miss Lewton, primary supervisor, and put in convenient form for use by the children in the earlier grades of the Lansing Public Schools.

The Lansing Educational News made its first appearance in October, 1925. It was the joint product of the Board of Education and the Lansing Teachers' Club, and was published monthly during each school year from October to May inclusive. The purpose of this sixteen page monthly pamphlet was to keep the public better informed about the activities of the school system and to keep the teaching force more fully informed concerning the policies of the Board of Education. Some issues were devoted exclusively to news and activities pertaining to the school system as a whole, while others were devoted entirely to specific educational interests such as the Elementary Schools, Junior High Schools, Athletics, Parent-Teacher Associations, or Courses of Study, etc. This publication was continued for six years. In 1931, with the beginning of the great post-war depression, it was discontinued.

In addition to these publications authorized by the Board of Education, each of the senior and junior high schools maintains its own school paper printed in its own print shop. Each of the graduating classes of the two senior high schools also issues an annual class or year book. The one published by the graduating class of the J. W. Sexton High School is called The Oracle. It was first published by the graduating class of the old High School in 1892. Howard Bement was its first editor.

The Zodiac, the official school paper, is published fourteen times yearly by the students of the J. W. Sexton High School. It was first printed as a tri-monthly during the school year by the students of the old High School. Louis Kositchek was its first editor when it made its initial appearance as a quarterly in 1904. The Zodiac ceased to be a quarterly in 1913, and began to be published as it is today, fourteen times during each school year.

The first issue of the Easterner, the official student publication of the Eastern High School, appeared in 1928. Ferrol Webb was the first editor. It is a four-page newspaper published twice a month during the school year by the school journalism and printing classes.

The annual class book published by the graduating class of Eastern High is called The Lantern. Alois Staelens was editor of the first issue which appeared in June, 1929.

Junior Life is the name of the official organ of the West Junior High School. The first issue appeared December 1, 1921. Le Von Horton was the first editor. It is a bi-weekly publication during the school year.

The official school paper of Pattengill Junior High School is the East Courier. Ellis Gregg was its first editor. It celebrated its twenty-first anniversary in June, 1943, by publishing in Volume Twenty-one all the bi-weekly issues from September, 1942, to June, 1943.

The Southern Star appeared first in 1928 as the semi-monthly official publication of the students of Walter French Junior High School. Its first editor was Howard Merillat.

The latest school paper to make its appearance is the Lansing Technical High News. Volume I, Number 1, is dated November 9, 1943. It is the official publication of the Lansing Technical High School. Phyllis Grant is editor-in-chief and Russell Gruhn is managing editor.

These school papers furnish the students an opportunity for literary expression and for actual practice in journalism. They also afford good experience in the real business of running a paper. Even many of the elementary schools print a monthly or semi-monthly paper by means of a hectograph. It gives the more clever and aggressive pupils experience in gathering local news and in putting it in readable form.

These various school publications are highly valuable in giving the boys and girls training in descriptive and argumentative writing, in prose and poetic composition, and in many other types of literary expression, and as such they may be considered as a by-product of the English department of the public schools.

Athletics

Competitive athletics of various kinds were conducted in the high school many years before physical education became a part of the course of study. At first whatever expenses were necessary for their prosecution were borne by the participants or other interested parties. The Board of Education had nothing to do with the furnishing or upkeep of equipment necessary for such activities until 1903. In December of that year, Mr. Upjohn, a teacher in the high school, asked the Board for an appropriation of \$65 for hall rental and other incidental expenses for the basketball season of 1903-04. From that time, the Board of Education became the financial backer of competitive athletics in the senior and later in the junior high schools, not only basketball but football and various track events were introduced. The Board appointed some suitable member of the high school faculty to serve as athletic director or football coach in addition to his regular teaching job. For this extra work, he received additional compensation. With the addition to the high school in 1911, athletics assumed a more important role. A second addition was made to the high school in 1917 including a swimming pool and gymnasium. A field house was also built upon the athletic grounds at the foot of Townsend Street. These added facilities gave athletics a greater opportunity for expansion. Expenses were usually met by admission fees to various indoor and outdoor games. Any deficit in the athletic budget was paid by the Board of Education.

The construction of the Pattengill Athletic Field in 1921 furnished still greater facilities for football, track events and outdoor sports. The thirty acre plot upon which the new J. W. Sexton High School was built in 1942, has ample room for a complete athletic layout including football, tennis courts, and running tracks. With the completion of these and the swimming pool in the new high school building, the Lansing Public Schools will be adequately equipped for the whole gamut of athletic sports from pingpong to football.

Children's Thrift and Savings' Bank

In November, 1908, as a means of helping to train children in habits of thrift, a school savings' bank was organized in cooperation with the Capitol National Bank which was made the depository of the funds. Children were encouraged to save their pennies and nickels and deposit them in the school bank. Collections from children who wished to contribute were made weekly by teachers and sent to the bank for safekeeping. Each child contributing became a personal depositor. Thirteen hundred and forty-four children contributed a total of \$3,654 the first year. The popularity of the system grew rapidly. In 1916, the total deposits were \$21,826, and the number of children depositors was nearly 5,000 more than in 1915. The system was discontinued in 1932 when the banks began to close their doors as the result of the post-war depression. At that time there were 21,097 children who had deposits in the Capitol National Bank. All the impounded funds of the children were finally liquidated and every child, fortunately, received full payment of his deposit.

Palmer Shoe Fund

This fund was started in 1910 by George E. Palmer in connection with his work as truant officer. He often found children who were absent from school because they had no shoes or decent clothes to wear. On one occasion he found a boy who when ordered to report to school in the morning began to cry piteously because he would have to wear his older sister's shoes and they would laugh at him in school. That incident marked the beginning of the Palmer Shoe Fund. Mr. Palmer obtained a pair of shoes for the boy and began at once to organize a fund that would save many other children from painful embarrassment and make it unnecessary for them to be classified as truants. The Fund was supported by gifts from interested friends and organizations. The Thanksgiving offering of the school children over a period of many years was set aside for the Palmer Shoe Fund. This offering frequently amounted to seven or eight hundred dollars. For many years the fund was administered through the truant officer who would issue to any child whose parents were unable to provide him with proper footwear an order for a new pair of shoes. In recent years the fund has been operated by private organizations. In 1940, it was absorbed by the "Old Newsboys' Association" which has maintained for many years a fund to supply clothes to needy children. Now worn out or missing garments as well as shoes are furnished children who suffer from lack of parental ability to supply proper wearing apparel.

Student Benefit Fund of the Lansing High School and Alumni Association

This fund was established in 1910. Miss Etta Wilbur was secretary and treasurer and continued in that capacity until 1934, when the fund was turned over to the Central Trust Company, at which time it contained \$8,502. During the first twenty-five years of its existence, one hundred and seventy-one pupils were granted loans to the amount of \$23,423. Some loans were repaid, others

were not. It was not obligatory that loans be repaid. The purpose of the fund was to help needy and worthy graduates of the Lansing High School to continue their studies in college.

Lansing Teachers' Club

The Lansing Teachers' Club was organized January 24, 1912. Its first president was Miss Hannah McHenry. Membership fee is one dollar a year. Practically all teachers of the Lansing Public Schools are members of the organization. Its purpose is to promote the social professional, and intellectual interests of the teachers.

The main event of the year sponsored by the Club is the annual teachers' banquet and program to which all teachers and members of the Board of Education are invited.

The club, through its special committees, frequently makes recommendations to the Board of Education based upon careful surveys of conditions and problems that effect the welfare of teachers. It also keeps its members informed on needed or proposed legislation effecting education matters and gives encouragement to any educational program that aims to improve the status of teachers in particular, and the welfare of the public schools in general.

Summer Playgrounds

It was in the summer of 1913 that the Board of Education began to cooperate actively with the Lansing Playground Association in the conduct of a cooperative recreational program during the summer months. For a number of years, the Lansing Playground Association maintained a summer program of recreation in the public parks and playgrounds of the city. In 1913, the Association asked the Board of Education to participate in the program to the extent of allowing certain uses of the schools buildings, equipment, and playgrounds during the summer. The Board of Education gladly agreed to cooperate and plans were worked out for mutual participation on a fifty-fifty basis in a community recreational program for the children of the city. The summer playground system proved very popular, and it expanded from year to year until at present it has become a well established public institution or organization that uses the entire educational and recreational facilities of the city for the benefit of the children.

Recreation centers are maintained for six weeks each summer in different parts of the city so that children do not have far to go to avail themselves of the opportunity to play under direction of special supervisors. The Board of Education usually furnishes from six to eight playgrounds and the City Recreational Department provides about an equal number. Attendance at these playgrounds per week range from five hundred at each of those least attended to fifteen hundred per week at each of those more largely attended. Perhaps no greater service could be provided for the benefit of the children of the city at so little expense than the wholesome and intelligent recreation furnished each summer by the supervised playground activities of the public schools and the City Recreation Department.

For many years, this joint city and public school recreational program has included facilities for adult recreation. A certain number of school buildings and swimming pools and gymnasiums have been opened two to four nights a week for adult recreational use.

Extra Curricular Activities

These activities cover a wide range of interests. They may be defined in a general way as activities that grew up outside the specified limits of the curriculum. While they are not embodied in the regular course of study, many of them carry a certain amount of credit toward graduation. They include work in a great variety of study, language and social clubs, musical organizations, debating societies, and in the conduct of scientific collections, and faculty supervised hobbies of various sorts. When the seven high school fraternities and four sororities were abolished by act of the legislature in 1925, the superintendent outlined many activities that might easily absorb all the advantages previously furnished by these societies. He mentioned the many high school organizations under faculty control and the work of the high school athletic association; also the six literary societies, the science club, and different language clubs, commerce club, Knights of Industry, The Oracle Board, the Zodiac staff, and the Student Council which in cooperation with faculty advisors, is charged with responsibility for student conduct.

Included in his outline were the various musical organizations, such as the band and orchestra, boys' and girls' glee clubs. These and many other organizations and activities that developed out of school life under more or less faculty supervision contribute much toward the social and educational training of the students that participate in them. Many of these activities, such as those connected with the Student Council, school publications, and literary and debating societies are very useful in revealing certain traits and personal qualities of leadership and executive ability. During the past twenty years, these activities have increased in number and in importance and have contributed in no small way to the training of the student for citizenship and for the business of life.

Night School

The Night School was organized in the fall of 1914 as an experiment in adult education. It aimed at two objectives--first, to help those who had left school early and found themselves in need of more training and instruction; and second, for the benefit of foreigners who wished to learn English and American laws and history. Mr. B. F. Brown of the science department in the high school was made the first principal. The school began October 19 and continued four nights a week for seventy-two nights, or a period of eighteen weeks. It opened with an enrollment of 404 which increased before the close of the term to over 800. Twenty different subjects were taught. Teachers were obtained almost entirely from the teaching staff of the public schools.

Enrollments increased very rapidly from year to year until they exceeded 2500 in 1930. To meet this growing demand for adult instruction, the teaching staff was constantly increased and the subjects multiplied. Because of the depression, the Evening School was discontinued in 1932, but was re-established in 1935, and has continued to grow rapidly ever since. In 1939, it reached a peak enrollment of 3,362. During the past few years, enrollments have become so great and the variety of subjects taught so extensive, that not only the high school buildings but rooms in some of the elementary buildings have been used to accommodate certain classes. The course of study covered by the Evening School includes sixty to seventy different subjects, and ranges from purely cultural to industrial and vocational fields, as may be seen in the chapter "Curriculum."

Perhaps no department of the public schools has enjoyed, over a long period of years, a more substantial growth or has rendered a more needed service within its special field than the Public Evening Schools. They have rounded out the educational program of the public schools so that training may be continued from kindergarten to old age.

If the infant or pre-kindergarten school that has been maintained at the Oak Park School for several years is taken into consideration, it may be said with a ring of reality that the Lansing Public Schools offer an educational program that extends practically from the cradle to the grave.

Summer Schools

The Summer School was first organized in 1917. Its purpose was to give an opportunity for children to continue their school work during at least a part of the long summer vacation. Two classes of children would gain special benefit from such an arrangement. First, those that were able to complete enough work to successfully skip a semester; and second, those who were failing in one or more subjects and would have to repeat a semester unless given a chance to redeem their failure.

The school was organized in much the same way as the Night School. Teachers were employed from the regular staff and courses of study were arranged to meet the special needs of the pupils. The school term extended over a period of six weeks. The enrollment the first year was 466. These summer sessions were conducted each year until 1932, when they were discontinued. They were one of the casualties of the depression and they were never revived.

School Gardens

The School Garden Program may be considered purely as a War Baby of the First World War. It was born to increase the food supply and to keep down the cost of living. Mr. Glen Kies was employed by the Board of Education in the spring of 1918 to organize, encourage and supervise the work of planting gardens by

school children. Fifteen hundred children enrolled as School Garden Club members. The report made by the children in the fall was highly gratifying. Profits on garden truck sold ranged from five to twenty dollars per child. This work, however, was discontinued by the schools as soon as the war fever abated, and it has never been re-established.

Milk Lunches

The Board of Education began to furnish milk to undernourished pupils in 1919. A half pint of milk was delivered daily to each elementary school building for each pupil that had been designated as undernourished by the Board of Health as the result of physical examinations. The cost was twelve and a half cents a week per pupil. If the child's parents were unable to pay, the milk was furnished free by the Board of Education. Many children participated in the benefits of this health program. Within three years after its establishment 3,350 undernourished children were getting their daily milk allowance. Only about six per cent of this number were unable to pay. This practice of furnishing milk lunches was discontinued in 1932 except for those in special health rooms.

Cafeterias

The first cafeteria was established in the High School in 1919. It was popular with the pupils and was successfully operated, and when the junior high schools were built, very ample, modern equipment and room for cafeteria service were incorporated in all of these buildings. There are at present five of these cafeterias. About five thousand meals are served a month at some of these cafeterias. The junior high school cafeterias are more largely patronized than those in the senior high schools. Average price per meal ranges from twelve to eighteen cents. Meals may be ordered according to the following schedule: ten to twenty cents, twenty to thirty cents, above thirty cents.

Cafeterias were established for the convenience of pupils who have a long way to go and may not wish or do not have the time to go home for lunch but they have become much more than a convenience. They have become a part of the equipment for courses of study in domestic science and home economics. Pupils studying domestic science use the cafeterias for practice and laboratory work. The cafeterias are utilized in the study of dietetics, in the planning of menus and in the practical service of meals. They are used for teaching purposes as well as for serving meals.

Parent-Teachers Association

The purpose of this organization has been to bring the home and the schools into more intelligent and fruitful co-operation. Its basic assumption has been that instruction and character building can be made most effective for the child only when both parent and teacher unite in a joint enterprise.

The effort to bring parents and teachers into a more effective working partnership has extended back into the past for many years. The first recorded evidence of a definite attempt to establish a fruitful acquaintance between parent and teacher is found in the first annual report of Superintendent Laird in June, 1897-- "We believe that 'when the heart of the home is in league with the brain of the school that it is well with the child' and we have tried during the year to realize this condition by instituting parents' meetings and Child Study Clubs in various sections of our city." In his next annual report he describes the fruits of his effort in these words: (1) "The better acquaintance of parents and teachers and a stronger bond of sympathy between them, (2) A better understanding of the children by the teachers, (3) Clearer ideas on the part of parents with reference to the first five or six impressionable years of a child's life and also the nature and character of the instruction which the home should furnish, (4) Clearer ideas on the part of both teachers and parents of the vital relation between the work of the home and school and of the duties and responsibilities of citizenship."

Following his pioneering work, parents and teachers in some of the elementary schools of the city began to discuss problems of mutual interest concerning the general welfare and education of children. As early as 1911, some groups known as Mothers' Unions were organized. These groups were merged with the State Parent Teachers' Association in 1918. In November, 1922, the Lansing Council of Parent-Teachers' Association was organized in the City Library. Six schools were represented at that meeting. The movement grew very rapidly, and by 1926 it embraced practically all the schools of the city.

Safety Patrols

Actual precautionary measures to protect children at dangerous street crossings did not begin until the fall of 1921. In November of that year, the Police Department, in response to a request from the Board of Education, placed a member of the police force at each seven dangerous street crossings in the vicinity of school buildings. They were to be at their post of duty at 7:45 to 8:45 in the morning, 11:00 to 1:10, and from 3:00 to 3:50 in the afternoon, making four hours per day for which they were paid fifty cents per hour. This arrangement was supplemented in a few years by Mr. Snider of the police force who organized the school safety patrols, composed of boys and girls from the upper elementary grades of the public schools, and trained them in safety work and traffic control. Equipped with special insignia and flags, they assist in controlling traffic at all important street intersections in the immediate neighborhood of all elementary school buildings where many children have to cross heavy traffic streets in going to and from school. The work of the patrols are graded by Mr. Snider and, as a result, they indulge in much friendly rivalry for highest honor.

Lincoln Center

Lincoln Center is merely the Lincoln School building erected in 1936 and used as a social center for meetings and social activities of the neighborhood in addition to the regular school work. Community meetings are held practically every night in the week by various groups. The gymnasium is used for games, assemblies, concerts, theatricals, and lectures. Probably seventy per cent of the people living in the neighborhood are Negroes. The rest is made up of various nationalities, many of whom are Armenians and Assyrians.

A branch school library is also located in the building to which both young and old of all races and nationalities are admitted to equal privileges. The Lincoln School building is not the only one used by the public for social and recreational purposes, but it is the only one utilized so completely to serve the interests of the total community life.

Community Welfare Drives

The Lansing Public Schools have always participated generously in all community welfare drives. It is about the only organization in the city that has always exceeded its quota. Not only have the schools contributed freely to the general welfare drives, but they have made ample gifts in money, food, scrap, clothing to many a cry of human need that has come to them from their own city or state or from distant parts of the earth. For many years, the school children have made large annual contributions of fruit, vegetables and canned goods of many kinds to Edward W. Sparrow Hospital. Whether the call has been for scrap, tin, iron, or paper for war use, or for clothing for refugees and needy children and people in foreign countries, a generous response has always come from the Lansing Public Schools.

Teachers' Credit Union

This organization was established in 1936. It is a mutual savings' bank or fund maintained by the teachers in which they may make deposits or from which they may borrow. Any teacher may become a member by buying a five dollar share of stock and paying a twenty-five cent membership fee. This entitles them to make deposits for which they receive the prevailing rate of interest paid by banks in the city. They may borrow from the Union up to \$300 at one per cent a month without collateral; above this amount certain pledged security is required. The loan and interest may be repaid in any fixed installments. This mutual arrangement among the Lansing teachers whereby they lend to and borrow from each other enables

them to obtain the standard rate of interest on investments in the form of purchased capital stock of the Union and also to escape the high interest rate charged by private commercial loan companies on small loans.

The total assets of the Lansing Teachers' Credit Union at the end of February, 1944, was \$77,197--total liabilities, \$66--total capital, \$77,131--number of members 326--number of personal loans, 42.

Public School Library
Organization and General History

The first reference in the minutes of the Board of Education to a school library was in September, 1861. The school budget of \$1,700 for the school year 1861-62, included one hundred dollars for a school library. It was not, however, until ten years later that a library was actually established by the Board of Education. During these ten years, library funds from two principal sources began to accumulate; namely, from the school budget appropriation and from various fines assessed in the district. However, during the period from 1859 to 1871, none of these fines were paid to the Board of Education. The Committee on Teachers, School Books, Library and Apparatus took definite action in May, 1871, to obtain from the county treasurer these accumulated fines amounting at that time to \$400, and to use them for the purchase of books for a school library which was finally established in June, 1871. Citizens and pupils had access to the library under the following rules:

1. The Library shall be located in the High School building in charge of the superintendent.
2. The Library shall be open thirty minutes on Thursdays at the close of school, and from 4 to 4:30 on Saturdays.
3. Teachers may have access at all times.
4. Reference books such as quarto, encyclopedia, etc., cannot be drawn out.
5. One book at a time for two weeks: penalty ten cents for overtime.
6. Untrustworthy persons may be denied, by the superintendent, the right to take out books.
7. Damage to books or loss of books must be paid according to judgment of the superintendent.

These rules continued to operate with slight changes for over ten years. The growth of the library was slow. There was very little revenue for library use. The superintendent served as librarian without pay. New books recommended by the superintendent or by the Committee on Teachers' Books and Library were purchased from time to time. In 1877, the sum of \$39 was spent for books and one of the grammar grade teachers was appointed to assist the superintendent in their distribution. In 1879, the citizens voted another one hundred dollars for the purchase of new books. Two hundred dollars was spent the following year for books.

In 1881, the books were catalogued and numbered, and some old books were rebound. Shelves were enlarged to provide room for additions to the circulating library which was furnished by the State. This was in accordance with a provision

made by Mrs. Spencer, the State Librarian, whereby the Lansing Public School Library, in common with all public libraries throughout the State, could participate in the use of books loaned by the State Library.

Enlargement and Consolidation

During 1882 and 1883, several events occurred which not only greatly increased the size and usefulness of the school library, but also caused fundamental changes in its administration.

The Ladies Library and Literary Association, organized in 1874, proposed in April, 1882, to the Board of Education a union of their library with the School Library on the following conditions.

1. The Ladies Library of 1,900 volumes be transferred to the Public School Library.
2. That the stockholders of the Ladies Library have free use of their own library books.
3. That all book cases and all property, table, 85 chairs, organ, stove, etc., of said association become the property of the Public School Library.
4. That the Public School Library assume all the obligations of said association not to exceed \$150.

The Board of Education accepted the proposition and amended its bylaws so that a new standing committee could be appointed known as the Committee on Library, Museum, and Scientific Apparatus. The museum had been established in the high school in 1880, and had expanded rapidly through private contributions and donations. Specimens of birds, fishes, reptiles, rocks, and plants, began to gravitate from all directions. O. A. Jenison donated a turtle and three buttons that had been worn by a soldier in the Revolutionary War. Mrs. Bangs presented some reptilian specimens, Wesley Emery some peacocks, Rev. Stocking some stones from California. Various other specimens came from many sources. The museum exhibits became a part of the library and were put under its control.

To give the growing School Library and Museum more efficient administration, the superintendent was relieved of his free services as librarian, and a paid librarian, Mrs. Sanford, was employed in May, 1882, at twenty-five dollars per month. The new librarian, however, happened to be the wife of the superintendent. She retained her position one year and was succeeded by Mrs. Abbie Cady at the same salary.

In December, 1882, the Young Men's Society, organized in 1868, agreed to give \$1,500 to buy books for the School Library on condition that the Board of Education add a like sum, \$750 of which was to be raised in 1883, and the remainder in 1884. These amounts gave substantial buying power to the Library

Committee. Book lists for the library were prepared monthly by the Library Committee, and presented to the Board of Education for purchase. The sum of \$1,500 was spent in 1885 for books and \$600 in 1886.

The salary of librarian was raised to \$35 per month in 1886, and to \$45 per month in 1891.

An interesting item appears in the minutes of the Board of Education for December, 1896, relative to the selection of magazines and books. The book and magazine list presented to the Board by the Library Committee was subjected to extensive excisions and revisions by the Board. The reasons for the eliminations are not given, but the book list was cut to 257 volumes, and the following magazines were stricken from the list: The Electric Magazine, Harpers' Round Table, Public Opinion, Review of Reviews, Weeks Comments Monthly, Littells Living Age, and Munseys Magazine. The Board added to the list: Child's Study Monthly, Kindergarten, and Blackwoods Magazine.

Change of Location and New Building

The School Library, which from its beginning had been housed in the high school, was moved during the summer of 1897, to quarters on the first floor of the City Hall. In February, 1900, the Library was shifted to other rooms in the City Hall considered more convenient and desirable.

Four years later, on completion of the new Carnegie Building, the library was moved to its new and more commodious quarters on the old high school block facing south on Shiawassee Street.

This new building was a gift of Mr. Carnegie to the City of Lansing on condition that the City pledge sufficient funds to furnish and maintain it. The Board of Education assumed responsibility of fulfilling the conditions on which the gift could be obtained. A special committee was appointed by the Board from its own members to carry on the necessary negotiations, and to consummate plans for the construction of the building. Architectural plans and specifications were furnished by Bowd and Harvey. The contract price was \$35,000 which came from the Carnegie Fund, and the furnishing and equipment cost \$1,797 which was assumed by the Board of Education.

The building was erected on school property and gave the library, for the first time, ample room to breathe and expand. For over forty years, it had been forced to function under extremely cramped and unsuitable conditions first in the high school building, and then in the City Hall. Now the hour of its liberation had come. The new building was modern for its day, and quite ample and suitable for the conduct of its business at that time. It marked the beginning of a new era of expansion.

Branch Libraries

While the new building was still in process of construction, the branch or school library system was organized in 1903. Mr. C. E. Bement, chairman of the Library Committee, recommended that the grade libraries be named the Lansing Public School Grade Library, and that they be placed under supervision of the Librarian, and that the books allocated to the different schools be under control of the principals who should act as school custodians of the books and make their reports to the Librarian.

The purpose of these Branch or School Libraries was to make books more accessible to the pupils. Such an arrangement made it unnecessary for pupils in outlying districts to go to the central library for books. The first school in which a branch library was established was the Logan Street School. A room was set apart in this school for library purposes in March, 1904. During the first month, 195 readers used the room and 106 books were drawn out by pupils. These school libraries proved to be very popular. One was established in the Cedar Street School in April, 1906. By 1925, eleven of these school libraries were in operation. When the junior high schools were built, ample provision was made in each school for library service.

The old high school had access through a connecting hallway to the adjacent main library which was used by the pupils for study, theme and research work.

The Eastern High School, completed in 1928, included an ample and well equipped library, and in the new J. W. Sexton High School, opened in 1943, one of the most modern and adequately equipped school libraries in the State was installed.

During the early years of the branch library system, the books were selected for distribution to the various schools by a person known as the supervisor of English in the Grades. This position was discontinued in 1911, and its functions assumed by the superintendent and librarian.

While the school libraries are operated primarily for the benefit of the children, some of them are open to adults. The first attempt to establish a branch library for adults was in 1920, when one was opened in the Novo Engine Company. Twenty-seven books were drawn from this branch on the first day by factory workers, but for some unknown reason, it was later discontinued. The next school library that was made accessible to the public, was at Walter French Junior High School. This branch was established in 1927, and the next one was at Lincoln Center in September, 1938, and the most recent one known as the East Side Branch Library was opened in the Bingham Street School in November, 1940, at a cost of \$3,500 for remodeling and \$2,500 for books and librarian.

All the elementary schools are served with collections of books from the main library, but only about half of them have a separate room provided for them where pupils from the different grades may go to get books or read, and

where a regular member of the library staff spends a half day each week to check books that are drawn and returned. The rest of the schools have books from the main library distributed to the different grades and rooms where they are used by the pupils under supervision of the teachers or principals. The method of handling the books varies somewhat from school to school. In the buildings where branch libraries are maintained for adults, a regular librarian presides a certain number of days and hours per week to serve the public.

Miscellaneous Matters

Under this heading, reference will be made to numerous items related to the work and status of the Public School Library. In a brief sketch such as this must be, many items can receive but a passing mention. A fairly complete summary may be found in the report made to the Board of Education in September, 1902, by the Librarian, Gertrude Humphrey. It is the first complete librarian's report preserved in the minutes of the Board of Education. It includes such items as Books, Children's Reading, Care of Books, Gifts, Periodicals, Building, Circulation, Supplies, Reorganization, Needs, Condition of Library, Receipts and Expenditures. Briefly epitomized, the report states "there are 12,000 volumes, 80 periodicals, and 10 newspapers. Receipts for the year 1901-02: \$3,090; \$2,662; Regular borrowers, 27,735; New borrowers, 520. Readers 19,309, Books drawn 34,122, Average Number of books lent daily 101, Number worn out since February--226, One librarian, two assistants, days library open 306, Donors of gifts 24." Under "Needs and Condition of Library," it says "The book shelves are crowded and poorly ventilated, the children have no good place where they may enjoy their books, club women and others who wish to study in quiet can find no place during the busy part of the day. The library is at a critical period. It has outgrown its childhood and must either develop to meet the just expectation of the people in keeping pace with the city's progress in other lines, or become stunted in its growth." It should be kept in mind that these words were written about the library while it was still in its cramped surroundings in the City Hall. With the erection of the new library building in 1904, and the establishment of branch libraries, a period of more rapid expansion began. This may be seen by making a comparison of the present library situation and services with those of forty years ago.

There are at present, 1944, nearly 130,000 volumes of books in the entire library system which includes not only the main library, but all branch and school libraries. There are nearly 200 periodicals in service. The 1944 budget is \$71,864. The library staff numbers twenty-four.

Personnel and Salaries

During the first decade, from 1871 to 1881, as previously stated, the superintendent served as librarian without pay. The first librarian to serve for pay was Mrs. Charles A. Sanford. She served one year at \$25 per month. Mrs.

Abbie Cady was employed as librarian in 1883 at the same salary. In 1886, her salary was raised to \$35 per month.

Mrs. R. H. Mason was appointed assistant librarian in 1899 at \$25 per month which was advanced to \$40 the following year, at which time the salary of Mrs. Cady was increased to \$45 per month. Mrs. Cady resigned in January, 1902, and was succeeded by Mrs. Mason at the same salary. Mrs. Jennie McNeal was appointed assistant librarian in February, 1902, at \$20 per month. Mrs. Mason resigned in June, 1902, Miss Hurd was employed as second assistant at \$12 per month which was increased to \$30 in September, 1904, and Mrs. McNeal's salary was raised to \$35. In 1905, Miss Humphrey's salary was put on a yearly basis at \$800. She resigned as librarian in 1907, and Miss Louise Hunt succeeded her at \$850 per year. Miss Pierce was hired as an assistant in 1906 at \$20 per month, and in 1907 the salary of each of the three assistants was increased \$5 per month.

In 1908, the library budget was \$6,000.

Salaries--

Miss Hunt, Librarian	\$900 (1908)	\$900 (1909)
Mrs. McNeal, Assistant	600	600
Miss Anna Smith, Assistant	450	475
Mrs. Pierce, Assistant	425	450
Miss Todd, Assistant	375	400

Mrs. Hunt resigned in 1909, and was succeeded by Mrs. Daigh who was given a leave of absence in April, 1910, at her request, and Mrs. McNeal was appointed as temporary librarian at \$70 per month until September, 1910, at which time she was made permanent librarian at \$850 per year, a position she retained until 1943.

In April, 1910, a trained librarian was employed to catalogue books at \$60 per month. In 1915, the salary of the librarian was raised to \$950.

Salary schedule for library staff in 1916--

Librarian	\$1,100 per year
First assistant 1st year	65 per month
First assistant 2nd year	70 per month
First assistant 3rd year	75 per month

Salary of librarian raised in 1917 to \$1,200.

Schedule for 1918--

Librarian	\$1,200
First assistant 1st year	840
First assistant 2nd year	900

Schedule for library helpers--

First two months	Nothing
Second two months	\$30 per month
Third two months	40 per month
After six months	50 per month

The Reference Library established in 1918 carried a salary of \$70 per month for the first year, and \$75 per month for the second year. Also a children's library was established in 1918, the librarian of which received the same pay as the librarian of the Reference Library.

Mrs. McNeal's salary was increased in 1920 to \$2,000, and the salary of the children's librarian was raised to \$1,400.

In November, 1923, the Board of Education adopted the following recommendations of the Library Committee concerning qualifications for librarians, salary schedules, time schedule and other library procedures.

"A--Head Librarian must be a college graduate with an A.B. degree and must have specialized in library courses.

B--Assistants (Head of Departments) Must be a college graduate with an A.B. degree with special training in her particular field.

Second class--Must have two years of training above high school (Preferably training in library work.)

Third class--Must be graduate from a four-year high school course.

(Note--The above qualifications are not to be retroactive on the present force. It is the expectation that the present force will improve every opportunity to attain these standards.)

Salary schedule based upon the above classification--

A--Head Librarian - No fixed salary, compensation to be determined by the Board of Education according to training and ability.

B--Assistants - First Class - Salary minimum \$1,400; maximum \$1,800. Increase of \$50 a year if improvement warrants it.

Second class--Minimum \$1,200; maximum \$1,500; \$50 yearly increase if warranted.

Third class--Minimum \$600; maximum \$1,000; \$50 yearly increase if merited."

Time Schedule

- A. The Library shall be open daily except Sundays from 7:45 A.M. to 9 P.M. and on Sundays from 2:30 to 5:30 P.M.
- B. Each librarian shall be on duty not less than 42 hours per week.
- C. Head librarian is to arrange a daily schedule for herself and each assistant.
- D. Head librarian is to be allowed three weeks and assistants two weeks vacation on full pay.
- E. Librarians will be excused for absence on the same basis as teachers.

Library Salaries for October, 1928

First class assistants A.B. degree--Salary	\$1,400 to \$1,800
1. Anna Smith	\$1,650 plus \$50 \$1,700
2. Irene Gardner	1,600 plus 50 1,650
3. June Southworth	1,350 plus 50 1,400
4. Helen Colley	1,300 plus 50 1,350
5. Lois Bell	1,400 plus 50 1,450

6. Maurine Watts	1,450 plus 50	1,500
7. Nona Duffey	1,350 plus 50	1,400
8. Charlotte Liberty	1,350 plus 50	1,400
9. Bell Castle	1,350 plus 50	1,400
10. Bernadette Gormley	1,800	
11. Augusta Niethammer	1,500 (Eastern)	

Second class assistants--two years training above high school \$1,200 to \$1,500.

Special--

1. Lulu Hall	\$1,250 plus \$50	\$1,300
2. Mrs. Louise Moulton	1,000	
3. Jennie Wood--Office	936	

Mrs. Jennie McNeal, Librarian	\$2,100 plus \$100	\$2,200
Miss Elizabeth Palm, Assistant	1,900 plus 100	2,000

Salary schedule for 1929 automatically was increased \$50 for those coming under the qualifications and schedule adopted in 1923. This yearly increase was in effect thereafter until the maximum was reached under each category.

However, in 1940, six librarians whose salaries ranged from \$1,250 to \$1,690 were given a \$100 salary increase.

Mrs. McNeal offered her resignation in December, 1942, to become effective January 1, 1943, after serving on the Library staff for 41 years--nearly 33 of which was in the capacity of head librarian. Her salary at the time of her resignation was \$2,700. Miss Elizabeth Palm was appointed acting librarian until October, 1943, when Mr. Paul A. T. Noon was employed as chief librarian at a salary of \$4,200.

There are at present date, 1944, twenty-four on the library staff which serves not only the main library but all the branch and school libraries.

The salary schedule effective April 1, 1944, is divided into six classifications--

Professional Grade - 6 or 7 - Chief Librarian	\$4,200 to \$5,000
Professional Grade 4 - Heads of Departments	2,400 to 2,760
Professional Grade 3 - Senior Librarians	1,860 to 2,340
Professional Grade 2 - Junior Librarians	1,620 to 1,800
Sub-professional Assistants	1,500 to 1,620
Clerical Service	1,200 to 1,500

Service is limited to forty hours per week with four weeks' vacation for professional librarians. School librarians are granted vacations during Christmas holiday and spring the same as regular teachers.

Survey and Later Developments

With the resignation of the librarian at the beginning of 1943, it was considered advisable, before appointing her successor, to have a complete survey and appraisal made of the public library facilities by some person recognized as an authority in library matters. The chairman of the library committee, Mr. Joseph W. Planck, secured the services of Mr. Cecil J. McHale, associate professor in the Department of Library Science of the University of Michigan, to make such a survey and to submit recommendations for improvements he thought desirable to make. As a result of his investigations, which were submitted in a document of about seventy-five pages, he found many features which he commended, but also many which he subjected to rigorous criticism.

Among the agencies and services of the library which he found to be functioning in a very satisfactory way were those pertaining to the public schools. His appraisal of the services rendered by the school libraries was highly favorable. He singled out the library at the new J. W. Sexton High School for special commendation. But the services of the library so far as they were organized to meet the needs of the adult population of the city were found to be highly unsatisfactory. According to the A.L.A. score card for municipal libraries in cities between fifty and one hundred thousand population, the Lansing Public School Library was shown to be eight points below the minimum standard.

This, however, is not surprising when all factors contributing to the growth and administration of the Public School Library in this city are taken into consideration. During its entire existence of over seventy years the library has been operated as a part of the public school system and naturally it has been geared to the interests of the school children. Emphasis has been put upon services best calculated to meet the needs of the school population rather than upon those that minister to the needs and desires of the adult population although these latter considerations have by no means been neglected. Other factors that have led the Board of Education to emphasize services that meet pupil needs more than adult needs have been the two magnificent libraries operated in the city by the State; namely, the State Library and the College Library at Michigan State College, both of which have been freely accessible to and largely patronized by the citizens of Lansing.

However, steps have already been taken by the Board of Education to rectify any deficiencies that may have been found to exist relative to library service for adults. The first of these has been the employment of a highly trained and competent librarian who will have the full support of the Board in the inauguration of any library facilities that will have greater appeal to the public at large.

Among the improvements he has already effected is a more complete departmentalization of the library. These improved units of service include a Reader's Department, a Children's Department with a separate room for children and one

for young people, an Acquisitions Department, a Catalogue Department, Extension Department already offering services to the hospitals and to various industrial plants, and a School Department which will aim to extend and improve library services that have been conducted in the schools for the past forty years. Interior rearrangements and improvements have been made in the old building, a Speaker's Bureau and a Public Relations Department have been established to more adequately inform the public concerning library services. A new salary schedule has been put into operation which may be found at the close of "Personnel and Salaries." When the restrictions of war priorities have been relaxed and more normal times return, still more improvements in the library system will be consummated which no doubt will give it as high a rating as a public library as it now enjoys as a school library.